

1903

## Washington State Normal School at Ellensburg. Catalog for 1902-1903

Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/catalogs>

---

### Recommended Citation

Central Washington University, "Washington State Normal School at Ellensburg. Catalog for 1902-1903" (1903). *CWU Course Catalogs*. 8.  
<https://digitalcommons.cwu.edu/catalogs/8>

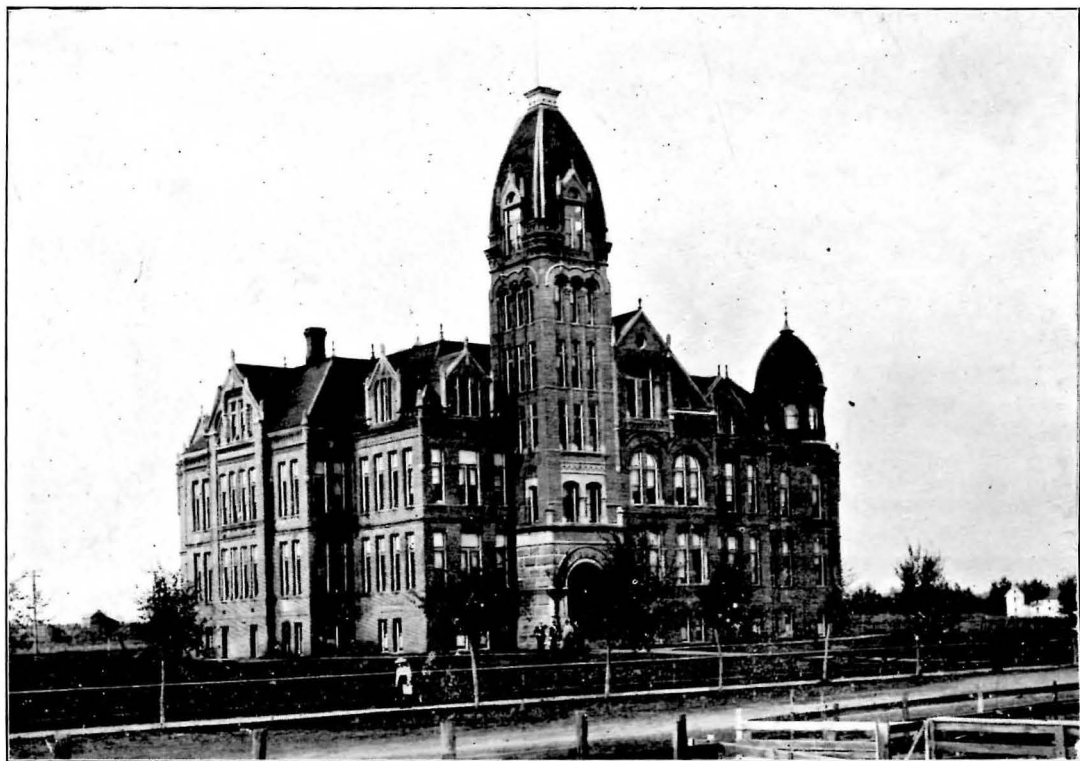
This Book is brought to you for free and open access by the University Archives and Special Collections at ScholarWorks@CWU. It has been accepted for inclusion in CWU Course Catalogs by an authorized administrator of ScholarWorks@CWU. For more information, please contact [scholarworks@cwu.edu](mailto:scholarworks@cwu.edu).

**Washington**

**State • Normal • School**

**At Ellensburg**

**1903.**



**WASHINGTON**

**State Normal School**

—AT—

**ELLENSBURG.**



**Catalog for 1902-1903**

—AND—

**Announcements for 1903-1904.**



ELLENSBURG:  
THE CAPITAL POWER PRINT.  
1903.



# GENERAL CALENDAR.

## 1903

### JULY

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | 1   | 2   | 3   | 4   |
| 5   | 6   | 7   | 8   | 9   | 10  | 11  |
| 12  | 13  | 14  | 15  | 16  | 17  | 18  |
| 19  | 20  | 21  | 22  | 23  | 24  | 25  |
| 26  | 27  | 28  | 29  | 30  | 31  |     |

### AUGUST

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | .   | .   | .   | 1   |
| 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| 9   | 10  | 11  | 12  | 13  | 14  | 15  |
| 16  | 17  | 18  | 19  | 20  | 21  | 22  |
| 23  | 24  | 25  | 26  | 27  | 28  | 29  |
| 30  | 31  | .   | .   | .   | .   | .   |

### SEPTEMBER

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  | .   | .   | .   |

### OCTOBER

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | .   | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |

### NOVEMBER

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   |
| 8   | 9   | 10  | 11  | 12  | 13  | 14  |
| 15  | 16  | 17  | 18  | 19  | 20  | 21  |
| 22  | 23  | 24  | 25  | 26  | 27  | 28  |
| 29  | 30  | .   | .   | .   | .   | .   |

### DECEMBER

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  | 31  | .   | .   |

## 1904

### JANUARY

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | .   | .   | 1   | 2   |
| 3   | 4   | 5   | 6   | 7   | 8   | 9   |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  |
| 17  | 18  | 19  | 20  | 21  | 22  | 23  |
| 24  | 25  | 26  | 27  | 28  | 29  | 30  |
| 31  | .   | .   | .   | .   | .   | .   |

### FEBRUARY

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | 1   | 2   | 3   | 4   | 5   | 6   |
| 7   | 8   | 9   | 10  | 11  | 12  | 13  |
| 14  | 15  | 16  | 17  | 18  | 19  | 20  |
| 21  | 22  | 23  | 24  | 25  | 26  | 27  |
| 28  | 29  | .   | .   | .   | .   | .   |

### MARCH

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  | 31  | .   | .   |

### APRIL

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | .   | .   | 1   | 2   |
| 3   | 4   | 5   | 6   | 7   | 8   | 9   |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  |
| 17  | 18  | 19  | 20  | 21  | 22  | 23  |
| 24  | 25  | 26  | 27  | 28  | 29  | 30  |

### MAY

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   |
| 8   | 9   | 10  | 11  | 12  | 13  | 14  |
| 15  | 16  | 17  | 18  | 19  | 20  | 21  |
| 22  | 23  | 24  | 25  | 26  | 27  | 28  |
| 29  | 30  | 31  | .   | .   | .   | .   |

### JUNE

| Su. | Mo. | Tu. | We. | Th. | Fr. | Sa. |
|-----|-----|-----|-----|-----|-----|-----|
| .   | .   | .   | 1   | 2   | 3   | 4   |
| 5   | 6   | 7   | 8   | 9   | 10  | 11  |
| 12  | 13  | 14  | 15  | 16  | 17  | 18  |
| 19  | 20  | 21  | 22  | 23  | 24  | 25  |
| 26  | 27  | 28  | 29  | 30  | .   | .   |

## CALENDAR OF 1903-1904.

### FALL AND WINTER SEMESTER.

1903.

|                                   |         |                                |
|-----------------------------------|---------|--------------------------------|
| Entrance Examination,             | -       | { Monday, September 7.         |
|                                   |         | { Tuesday, September 8.        |
| Registration, Principal's Office, | 9 A. M. | Tuesday, Sept. 8.              |
| Opening Day                       | - -     | Wednesday, September 9.        |
|                                   |         | Greeting 9 to 10 A. M.         |
|                                   |         | Opening Address 10 to 11 A. M. |
|                                   |         | Organization 11 to 12.         |

|                              |   |   |   |                 |
|------------------------------|---|---|---|-----------------|
| End of First Quarter,        | - | - | - | November 13.    |
| Beginning of Second Quarter, | - | - | - | November 16.    |
| Thanksgiving Recess          | - | - | - | November 26-29. |
| Christmas Vacation Begins    | - | - | - | December 23.    |

1904.

|                                    |           |   |   |                     |
|------------------------------------|-----------|---|---|---------------------|
| Christmas Vacation Ends            | -         | - | - | January 4.          |
| End of First Semester              | -         | - | - | January 29.         |
| Beginning of Second Semester       | -         | - | - | February 2.         |
| National Holiday                   | -         | - | - | February 22.        |
| End of Third Quarter               | -         | - | - | March 31.           |
| Beginning of Fourth Quarter        | -         | - | - | April 5.            |
| Memorial Day                       | -         | - | - | May 30.             |
| Closing Day of Training Department |           |   | - | June 3.             |
| Baccalaureate Day                  | -         | - | - | Sunday, June 12.    |
| Graduation Day                     | -         | - | - | Wednesday, June 15. |
| Alumni Anniversary 8 P. M.         | Wednesday | - | - | June 15.            |

*The Washington State Normal School at Ellensburg was established by Act of the Legislature, approved March 28, 1890.*

*"There shall be established in the City of Ellensburg, County of Kittitas, a school to be called the Washington State Normal School for the training and education of teachers in the art of instructing and governing in the public schools of this state."*

*(See section one of Act.)*

*The school was opened September 6, 1891.*

*The present building was erected in 1893, and first occupied September 4, 1893.*

**BOARD OF TRUSTEES.**

|                            |   |   |   |            |
|----------------------------|---|---|---|------------|
| CLYDE V. WARNER, President | - | - | - | Ellensburg |
| STANTON WARBURTON,         | - | - | - | Tacoma     |
| JABEZ A. MAHAN,            | - | - | - | Ellensburg |

**BOARD OF HIGHER EDUCATION.**

|  |   |
|--|---|
| R. B. BRYAN, Supt. of Public Instruction | President, Olympia  |
| THOMAS F. KANE, PH. D., President        | University of Washington - - - - - Seattle                          |
| ENOCH A. BRYAN, A. M., President         | Washington Agricultural College and School of Science - - - Pullman |
| WILLIAM E. WILSON, A. M., Principal      | Washington State Normal School - - - - - Ellensburg                 |
| EDWARD T. MATHES, PH. D., Principal      | State Normal School - - - - - Whatcom                               |
| LEWIS B. ALGER, PH. D., Principal        | State Normal School - - - - - Cheney                                |
| MRS. CARRIE SHAW RICE                    | - - - - - Tacoma  |
| J. M. HITT                               | - - - - - Port Townsend   |
| S. W. YERKES,                            | - - - - - Seattle   |
| J. W. SHEPARD,                           | - - - - - Walla Walla   |

## FACULTY.

WILLIAM EDWARD WILSON, A. M. Principal, History and  
Philosophy of Education.

JOHN HENRY MORGAN, A. M., Vice-Principal.  
Mathematics.

JOHN P. MUNSON, M. S., PH. D. The Biological  
Sciences, Sociology.

EDWIN JAMES SAUNDERS, B. A. Physics, Chemistry,  
Geology, Geography.

ELLA ISABEL HARRIS, PH. D. The English Language  
and Literature.

JESSIE BIRDENA WILCOX, History.

IDA MAE REMMELE, PH. B. Physical Training,  
Reading.

MARY A. GRUPE, Principal Training  
Department, Pedagogy.

RUTH C. HOFFMAN, Principal Primary  
Training Department.

MARY A. PROUDFOOT, Kindergarten  
Director, Art.

ANNETTE V. BRUCE, Music—  
Voice, Piano.

[Absent during 1902-03]

JENNIE H. EVANS,  
[Music, 1902-03.]

BETHESDA I. BEALS, Latin, English.

MARGARET STEINBACH,  
Assistant in Training School.

ELLA G. WARNER,  
Librarian.

ANNA L. FROST,  
Secretary.

MRS. E. J. ARTHUR,  
Matron.

## STUDENTS 1902-03.

### Senior Class.

Graduated June 17, 1903.

|  |               |             |
|--|---------------|-------------|
| Bigelow, Margaret Elizabeth,<br>126 E. Bay Ave., ..... | Olympia,      | Thurston    |
| Bosse, Bertha, Helen,<br>1218 No. Fourth St.....       | Tacoma,       | Pierce      |
| Dunkerley, Ethel, 1313 N I St.                         | Tacoma,       | Pierce      |
| Fallon, Lucy Lavine .....                              | Walla Walla,  | Walla Walla |
| Henry, Margie, 315 Ninth St..                          | Olympia,      | Thurston    |
| Ingram, Cora Eltan .....                               | Dayton,       | Columbia    |
| Jones, Cora Ticknor, 12 No.<br>Fourth St.....          | North Yakima, | Yakima      |
| Jones, Flora Nina, 1704<br>Fourteenth Ave.....         | Seattle,      | King        |
| Koontz, Anna Katherine.....                            | Chehalis,     | Lewis       |
| McClure, William L.....                                | Winlock,      | Lewis       |
| Odell, Mary Ellen.....                                 | Puyallup,     | Pierce      |
| Osborne, William Quincy,<br>1202 Yakima Ave.....       | Tacoma,       | Pierce      |
| Phelps, Harriett Newton,<br>822 No. M St.....          | Tacoma,       | Pierce      |
| Rock, Mary Elizabeth, 435<br>17th Ave. N.....          | Seattle,      | King        |
| Rogers, Nell G.....                                    | North Yakima, | Yakima      |
| Scott, Minnie .....                                    | Ellensburg,   | Kittitas    |
| Winkleman, Julia, 1931 So.<br>E St.....                | Tacoma,       | Pierce      |

### In Attendance a Part of the Year, Not Graduated.

|  |             |         |
|--|-------------|---------|
| Canta, Ella Agnes.....                     | Farmington, | Spokane |
| O'Keefe, Margaret .....                    | Olympia,    | Truston |
| Pihl, Ida Mary.....                        | Puyallup,   | Pierce  |
| Reid, Mary Bruce, 1311 No.<br>10th St..... | Tacoma,     | Pierce  |

### Junior Class.

|                                  |         |        |
|----------------------------------|---------|--------|
| Bollen, Anna S., 724 So. Q. St.. | Tacoma, | Pierce |
|----------------------------------|---------|--------|

|   |               |             |
|---|---------------|-------------|
| Campbell, Ruby.....                       | Seattle,      | King        |
| Cochran, Sarah.....                       | Olympia,      | Thurston    |
| Day, Mary Edna.....                       | Tacoma,       | Pierce      |
| Du Vall, Victoria Eleanor....             | Spokane,      | Spokane     |
| Eaton, Emma.....                          |               |             |
| Epple, Edyth.....                         | Pendleton,    | Oregon      |
| Gardner, Veta May, 308 Roy<br>St. ....    | Seattle,      | King        |
| Grinrod, Roy.....                         | Ellensburg,   | Kittitas    |
| Hoffman, Katie.....                       | Ellensburg,   | Kittitas    |
| Hooton, Olive.....                        | Tacoma,       | Pierce      |
| Johnston, Anna M.....                     | Walla Walla.  | Walla Walla |
| Kingston, Eloise, 2117 Grand<br>Ave. .... | Everett,      | Snohomish   |
| Marchildon, Eva Marie.....                | North Yakima, | Yakima      |
| Maxwell, Marion.....                      | Seattle,      | King        |
| McDonnell, Edith.....                     | Tacoma,       | Pierce      |
| Olding, Lida.....                         | Ellensburg,   | Kittitas    |
| Quigley, Anna.....                        | Ellensburg,   | Kittitas    |
| Sander, Anna.....                         | Ellensburg,   | Kittitas    |
| Sander, Fred.....                         | Ellensburg,   | Kittitas    |
| Scott, Lola .....                         | Ellensburg,   | Kittitas    |
| Smith Verna.....                          | Ellensburg,   | Kittitas    |
| Tritt, Florence.....                      | Olympia,      | Thurston    |
| Vance, Virginia B.....                    | Tacoma,       | Pierce      |
| Vertner, Ruby.....                        | North Yakima, | Yakima      |
| West, Vernie.....                         | Winlock,      | Lewis       |
| Gibson Annie Elizabeth.....               | Wapado,       | Yakima      |

### Third Year—Course I.

|                        |             |          |
|------------------------|-------------|----------|
| Atwood, Stanley F..... | Ellensburg, | Kittitas |
| Culton, Bessie.....    | Colfax,     | Whitman  |
| Gray, Bessie E.....    | Pasco,      | Franklin |
| Karrer, Anna M.....    | Roslyn,     | Kittitas |
| Karrer, Matilda W..... | Roslyn,     | Kittitas |
| McDonnell, Fred.....   | Tacoma,     | Pierce   |
| Painter, Anna.....     | Ellensburg, | Kittitas |
| Pease, Emma Belle..... | Tacoma,     | Pierce   |
| Rader, Blossom.....    | Ellensburg, | Kittitas |

|   |             |          |
|---|-------------|----------|
| Rader, Floyd.....                         | Ellensburg, | Kittitas |
| Salladay, Flora.....                      | Ellensburg, | Kittitas |
| Stewart, Charlotte, 728 Sinto<br>St. .... | Spokane,    | Spokane  |
| Thomas, Hester.....                       | Ellensburg, | Kittitas |
| Twyman, Jeannette.....                    | Ellensburg, | Kittitas |
| White, Della.....                         | Ellensburg, | Kittitas |
| Wilson, Frank C.....                      | Ellensburg, | Kittitas |
| Wilkie, D. O.....                         | Montesano,  | Chehalis |

### Third Year—Course III.

|                          |               |             |
|--------------------------|---------------|-------------|
| Harmeling, Emma.....     | North Yakima, | Yakima      |
| Herr, Ethel Belle.....   | Puyallup,     | Pierce      |
| Matheson, Elizabeth..... | Olympia,      | Thurston    |
| McPhee, Roberta.....     | North Yakima, | Yakima      |
| Meyers, Theodore.....    | Meadow,       | Chehalis    |
| Rogers, Laura.....       | Tacoma,       | Pierce      |
| Steinbach, Esther.....   | Tacoma,       | Pierce      |
| Wills, Alma.....         | Walla Walla,  | Walla Walla |
| Young, Janie.....        | North Yakima, | Yakima      |

### In Attendance a Part of the Year.

|                                 |               |             |
|---------------------------------|---------------|-------------|
| Broughton, Alice.....           | Castle Rock,  |             |
| Burr, Eulalia.....              | North Yakima, | Yakima      |
| Hall, W. H.....                 | Ellensburg,   | Kittitas    |
| Howard, Susan D.....            | Snohomish,    | Snohomish   |
| Kenneday, Mary H.....           | Seattle,      | King        |
| McCallum, Emma.....             | Ellensburg,   | Kittitas    |
| Peffley, Etta.....              | Walla Walla,  | Walla Walla |
| Perry, Spray.....               | Ellensburg,   | Kittitas    |
| Phillips, Myrtle Grace, 402 No. |               |             |

|                    |               |        |
|--------------------|---------------|--------|
| First St.....      | North Yakima, | Yakima |
| Settle, Maude..... | Seattle,      | King   |

### Second Year.

|                        |             |          |
|------------------------|-------------|----------|
| Baird, Edith.....      | Ellensburg, | Kittitas |
| Bishop, Alma.....      | Dayton,     | Columbia |
| Branam, Myrtle.....    | North Bend, | King     |
| Bussell, Minnie.....   | Ellensburg, | Kittitas |
| Cassels, Margaret..... | Tacoma,     | Pierce   |



|                                |             |             |
|--------------------------------|-------------|-------------|
| Craig, Ethel Edna.....         | Ellensburg, | Kittitas    |
| Dailey, Laura.....             | Elma,       | Chehalis    |
| Des Voigne, Elsie.....         | Ellensburg, | Kittitas    |
| Ellingson, Ella.....           | London,     | Chehalis    |
| Fulton, Estelle.....           | Kittitas    | Ellensburg, |
| Grinrod, George E.....         | Kittitas    | Ellensburg, |
| Grinrod, Floy .....            | Ellensburg, | Kittitas    |
| Howard, Mabelle Addeline....   | Lebam,      | Pacific     |
| Holm, Minnie.....              | Auburn,     | King        |
| Holm, Emma.....                | Auburn,     | King        |
| Karasek, Anna, 2525 So. G. St. | Tacoma,     | Pierce      |
| Liddell, Elisa Maude Eleanor.. | Ellensburg, | Kittitas    |
| Matheson, Anna M.....          | Sunnyside,  | Yakima      |
| Mueller, Viola.....            | Ellensburg, | Kittitas    |
| Olson Mamie Cornelia.....      | Ellensburg, | Kittitas    |
| Pike, Eleanor.....             | North Bend, | King        |
| Remmele, Irene.....            | Ellensburg, | Kittitas    |
| Sander, Edith.....             | Ellensburg, | Kittitas    |
| Schoeraffe, Gertrude.....      | Seattle,    | King        |
| Spurling, Ada.....             | Ellensburg, | Kittitas    |
| Suwer, Katie.....              | Ellensburg, | Kittitas    |
| Ward, Loretta.....             | Catlin,     | Cowlitz     |
| Wills, Mildred Alice.....      | Ellensburg, | Kittitas    |

### First Year.

|                             |               |           |
|-----------------------------|---------------|-----------|
| Adams, Rose.....            | Yakima City,  | Yakima    |
| Alexander, Mary.....        | Sunnyside,    | Yakima    |
| Baker, Martha.....          | Zillah,       | Yakima    |
| Bartholet, Anna.....        | Ellensburg,   | Kittitas  |
| Beach, Vida Helen.....      | Tacoma,       | Pierce    |
| Branam, Lenora A.....       | North Bend,   | King      |
| Calverley, Rachel.....      | Everett,      | Snohomish |
| Christie, Edith.....        | North Yakima, | Yakima    |
| Dixon, Maude.....           | Griffith,     | Adams     |
| Eads, Harriet.....          | Olympia,      | Thurston  |
| Ellingson, Ella.....        | London,       | Chehalis  |
| Eidson, Bertha, 910 Univer- |               |           |
| sity St.....                | Seattle,      | King      |

|  |               |          |
|--|---------------|----------|
| Flummerfelt, Nellie.....                       | Ellensburg,   | Kittitas |
| Hayes, Grace.....                              | Ellensburg,   | Kittitas |
| Gibson, Henry.....                             | Wapado,       | Yakima   |
| Hinman, Elaine.....                            | Ellensburg,   | Kittitas |
| Hogue, Maxie.....                              | Ellensburg,   | Kittitas |
| Jackson, Edith E.....                          | Chelan Falls, | Chelan   |
| King, Lena B.....                              | Ellensburg,   | Kittitas |
| Kreidel, Ruby.....                             | Ellensburg,   | Kittitas |
| Lee, Winona Fern.....                          | North Yakima, | Yakima   |
| McCallum, Bertha Rebecca...                    | Ellensburg,   | Kittitas |
| Munroe, George C.....                          | Ellensburg,   | Kittitas |
| McNeil, Mellicent.....                         | Ellensburg,   | Kittitas |
| Morey, Madge.....                              | Ellensburg,   | Kittitas |
| Mundstock, Mina, 602 Belle-<br>vue Ave. N..... | Seattle,      | King     |
| Neyhard, Edith.....                            | Ellensburg,   | Kittitas |
| Pearson Ethel.....                             | Ellensburg,   | Kittitas |
| Pearson, Pearle.....                           | Ellensburg,   | Kittitas |
| Prideaux, Carrie.....                          | Ellensburg,   | Kittitas |
| Roberts, Nina.....                             | North Bend,   | King     |
| Satterwhite, Laura.....                        | Ellensburg,   | Kittitas |
| Satterwhite, Edith.....                        | Ellensburg,   | Kittitas |
| Scott, Maude.....                              | North Yakima, | Yakima   |
| Schnebley, Hilda.....                          | Ellensburg,   | Kittitas |
| Simpson, Charles.....                          | Ellensburg,   | Kittitas |
| Shewbridge, Ruth.....                          | Ellensburg,   | Kittitas |
| Spurling, Cecil.....                           | Ellensburg,   | Kittitas |
| Whittle, John.....                             | Roslyn,       | Kittitas |
| Williams, Lytle L.....                         | Ellensburg,   | Kittitas |
| Wilson, Minnie Lea.....                        | Ellensburg,   | Kittitas |
| Wilkie, Louise.....                            | Montesano,    | Chehalis |
| Wilkie, Robert E.....                          | Montesano,    | Chehalis |
| Wilson, Earnest.....                           | Ellensburg,   | Kittitas |

### Summary.

|                            |    |
|----------------------------|----|
| Graduates.....             | 17 |
| Seniors not graduated..... | 4  |
| Juniors.....               | 27 |
| Third Year.....            | 36 |

|                  |     |
|------------------|-----|
| Second Year..... | 28  |
| First Year.....  | 44  |
| Total.....       | 156 |

## PUPILS OF THE TRAINING SCHOOL.

### Eighth Grade.

|                      |                  |
|----------------------|------------------|
| Brennan, Maggie,     | Lemon, Esther,   |
| Bridges, Pernina,    | Mackey, Jessie,  |
| Bossong, Pearl,      | Morey, Helen,    |
| Davidson, Mary,      | Pautzke, Nellie, |
| Des Voigne, LeVerne, | Plunkett, Eben,  |
| Fulton, Jacqueline,  | Prideaux, Mabel, |
| Graves, Marion,      | Raskin, Bertha,  |
| Greenhow, Nan,       | Raskin, Hattie,  |
| Hayes, George,       | Taylor, Floyd,   |
| Henry, Alice,        | Warner, Robert,  |
| Hogue, Letah,        | Wilson, Lucile,  |
| King, Lena,          |                  |

### Seventh Grade.

|                   |                     |
|-------------------|---------------------|
| Ames, Hazel,      | Matthews, Byrl,     |
| Bishop, Lena,     | Monroe, Adrian,     |
| Brune, Victoria,  | Salladay, Gladys,   |
| Cummins, Addie,   | Sander, Mabel,      |
| Eaton, Margaret,  | Schuyler, Eleanor,  |
| Grant, Lyle,      | Taylor, Hazel,      |
| Jones, John,      | Vandenburg, Sophia  |
| Lambson, Charles, | Wallace, Charlotte, |
| Maxey, Chester,   | Wilson, Leslie,     |

### Sixth Grade.

|                     |                   |
|---------------------|-------------------|
| Brewer, Wilbert,    | McNeil, Gilbert,  |
| Cummins, Roswell,   | Morey, Nellie,    |
| Davidson, Margaret, | Offield, Thurman, |
| Eads, Theresa,      | Oldham, Stella,   |
| Frost, Mildred,     | Palmer, Emeline,  |
| Generous, Earl,     | Rehmke, Annie,    |
| Hendricks, Lea,     | Sanborn, Marion,  |
| Hogue, Glenn,       | Smith, Fred,      |
| Hulse, Warren,      | Vaughn, Lottie,   |
| Lauderdale, Lloyd,  | Williams, Irene,  |
| Maxey, Aurel,       | Wilson, Madge,    |

**Fifth Grade.**

Champie, George,  
 Ellis, Bennie,  
 Flemming, Marjorie,  
 Gilbert, Audrey,  
 Hayes, Ella,  
 Hulse, Lee,  
 Jones, Jeff,  
 Kauffman, Dorothy,  
 Kauffman, Charlotte,  
 Moon, Max,

Moore, Blanche,  
 Murray, Grace,  
 Pautzke, Lizzie,  
 Palmer, Clarice,  
 Rehmke, Nettie,  
 Rehmke, Elsie,  
 Rehmke, Henriette,  
 Thompson, Mollie,  
 Wilson, Beula,  
 Warner, Lucille,

**Fourth Grade.**

Buxton, Floyd,  
 Champie, Charles,  
 Christensen, Mildred,  
 Des Voigne, Leslie,  
 Ford, Katie,  
 Francis, Loren,  
 Geddis, Freda,  
 Hulse, Leslie,  
 Jones, Ada,  
 Kernodle, Agnes,  
 Lambson, Laura,

Morey, Ina,  
 Monohan, May,  
 Morgan, Nessa,  
 Packwood, Nettie,  
 Rentsch, Oscar,  
 Snowden, Herbert,  
 Schnebley, May,  
 Schlotsfeldt, Alvena,  
 Taylor, Percey,  
 Wilgus, Irwin,  
 Williams, Lucile,

**Third Grade.**

Ames, Helen,  
 Carson, James,  
 Champie, Clofa,  
 Ellis, Walter,  
 Francis, Mildred,  
 Fitterer, Clarence,  
 Hogarty, Isabel,

Jackson, Callie,  
 Morey, Blanche,  
 Rehmke, Tonie,  
 Schnebly, Bertha,  
 Wilson, Mary,  
 Williams, Edna,

**Second Grade.**

Beane, Mabel,  
 Dunning, Guy,  
 Kavenaugh, John,  
 Malone, Wilbert,  
 Moon, Charles,  
 McEwan, Eddie,  
 Moore, George,

Murray, Hilda,  
 Offield, Myrtle,  
 Offield, Bertha,  
 Raskins, Henry,  
 Sacket, Ray,  
 Schuyler, Dorothy,  
 Taylor, Percy,

**First Grade.**

Byrnes, Katie,  
 Byrnes, Francis,  
 Bloomfield, Isabel,  
 Bartholet, Hazel,

Hogue, Rhea,  
 King, Tracy,  
 Lauderdale, Norene,  
 Lewis, Anita,

Bartholet, Hilda,  
 Baird, Howard,  
 Baird, Wilford,  
 Clemmines, Herbert,  
 Francis, Calvin,  
 Fitterer, Louis,  
 Frost, Chester,  
 Hayes, Castle,  
 Hayes, Bennet,  
 Hendricks, Ada,

Lambson, Alice,  
 Martin, Freda,  
 Nicholson, LeRoy,  
 Peed, Clarence,  
 Roberts, Hannah,  
 Suver, Ida,  
 Williams, Leonine  
 Wilgus, Lilian,  
 Zetzsche, Coburn

---

## ALUMNI.

### Class of 1892.

Buriff, Ellen M. (Mrs. M. R. Brown), Wallace, Idaho.  
 Edwards, U. Grant, Supt. of Schools, Jefferson County, Port  
 Townsend.  
 Gardiner, N. L., Instructor in Botany, University of Cali-  
 fornia, Berkeley, Cal.  
 Gilbert, Susie Alice (Mrs. Dennis), Kelso.  
 Milham, Charlotte (Mrs. J. A. Gass), 702 7th Ave., North  
 Seattle.  
 Murray, Anna (Mrs. Porter), Spokane.  
 O'Dell, Malcom W., Indian School, Toledo, Iowa.  
 Oliver, Lulu M. (Mrs. A. N. Daniels).  
 Painter, Maude (Mrs. G. d'Ablaing), Ellensburg.  
 Rudio, Laura M. (Mrs. Wm. Pierce), Pendleton, Or.  
 Thomas, Esther M., teacher, Wilbur.

### Class of 1893

Barge, Alice (Mrs. Alex. McCreedy), Simcoe Station.  
 Bowman, Lena F., teacher, Indian School, Chewawa, Or.  
 Brown, Estella M. (Mrs. Will Hale), Missoula, Montana.  
 Charlton, Franc S., teacher, Ellensburg.  
 Charlton, John J., Kettle Falls, Wash.  
 Delaney, Sarah O. (Mrs. George M. Jenkins), Ellensburg.  
 Durr, Louise C., Goshem.  
 Hill, Claudia Olga, teacher, Tacoma.  
 Livermore, Hattie Nye, teacher, 2300 4th Ave., Seattle.  
 McBride, Mary Florence, Ellensburg.  
 McRoberts, Eliza M. (Mrs. Nagle), 946 West Quartz St.,  
 Butte, Mont.  
 Osmonde, Edith F., teacher, 1713 South 8th St., Tacoma.  
 Painter, Eugenia (Mrs. Henry Wager), Ellensburg.  
 Peterson, Virginia (Mrs. E. I. Anderson), Olympia.

Salladay, Anna Narcissa, teacher, Ellensburg.  
 Sherman, May O'Ella, teacher, Santa Ana, Cal.  
 Smith, Lora A., teacher, Spokane.  
 Stewart, Anna L., Principal Normal Training School, Spearfish, South Dakota.  
 Turner, Alice G., teacher, 416 Broadway, Seattle.

### **Class of 1894.**

Adams, May (Mrs. James Ramsay), Ellensburg.  
 Beach, Daisy (Mrs. Frank Emigh), Kennewick.  
 Berkman, Effie V., teacher, Tacoma.  
 Bruce, Lena (Mrs. James R. O'Farrell), Orting.  
 Colbert, Elfreda, teacher, Ilwaco.  
 Cole, Mrs. Maria Bethel, teacher, Olympia.  
 Damman, Mamie (Mrs. F. P. Wolff), Ellensburg.  
 Eldred, Leslie G. (died May 13, 1897).  
 Foley, Sarah B., teacher, Seattle.  
 Gunther, Dill R. (Mrs. Will R. Wells), La Conner.  
 Hale, Harry W., Attorney at Law, Ellensburg.  
 Julesberg, Ada (died April 19, 1901).  
 Knapp, C. H., Principal Public School, Waitsburg.  
 Kuns, Joseph, Whitman Co.  
 Larson, Anna, teacher, Kelso.  
 McArthur, Jessie, teacher, 721 7th St., Denver, Colo.  
 McGill, Mattie (Mrs. B. B. Pease), Ellensburg.  
 McMannus, O. D., Mission.  
 Painter, Grace J. (Mrs. C. R. Hovey), Ellensburg.  
 Painter, Mabel, teacher, Everett.  
 Painter, Bonnie Jean, teacher, Walla Walla.  
 Steiner, Sevilla (Mrs. H. D. McMillen), Ephrata.  
 Zeebuyth, May (died Oct. 20, 1894).

### **Class of 1895.**

Cameron, Crisse E., teacher, 231 Tacoma Ave., Tacoma.  
 Carothers, Warren E., Ellensburg.  
 Hatfield, Ella M. (Mrs. Will Conner), Ballard.  
 Ross, Douglas, Seattle.

### **Class of 1896.**

Anthony, Julia E., teacher, 1527 7th St., Seattle.  
 Bell, Martha, 409 13th Ave., Seattle.  
 Coyle, Nida A. (Mrs. John Simmons), Walla Walla.  
 Carothers, C. M., Ellensburg.  
 Farnham, Frances E., teacher, Ellensburg.  
 Galbraith, Nettie M., teacher, Walla Walla.  
 Huggins, Mabel Hortense, teacher, 811 15th St., Tacoma.  
 Long, Violet Genevieve, teacher, Walla Walla.

Lewis, Rae, teacher, 801 Yesler Way, Seattle.  
Parkhurst, Daisy, teacher, 2417 Western Ave., Seattle.  
Riddell, Mabel S., teacher, Hartline.  
Reitz, Gertrude E., teacher, 1103 Lane St., Seattle.  
Steward, Carrie E. (Mrs. Robert Satterwhite), Seattle.  
Wilson, Eliza J., Montesano, (deceased).  
Witt, Lena, teacher, 708 East Linto Ave., Spokane.  
Zimmerman, C. L., teacher, Pomeroy.

#### **Class of 1897.**

Atkins, May (Mrs. Joseph Mason), Whatcom.  
Armour, Ellen, teacher, 121 Melrose Ave., Seattle.  
Marclay, Berthile, teacher, Dayton.  
Bullock, Effie (died Nov. 11, 1899).  
Ebert, Bessie (Mrs. Orville Curry), Tacoma.  
Fulton, Nellie (Mrs. Frank Wilmoth), Winthrop, Okanogan County.  
Gerboth, Meta (Mrs. James Watson), 13 Augusta Ave., Spokane.  
Hargear, Bessie L., teacher, Tacoma.  
Houghton, Ethel (Mrs. Ray Freeland), 3730 So. L St., Tacoma.  
Lynch, Cornelius, physician and surgeon, North Yakima.  
Larimer, May, 625 Malden Ave., Seattle.  
Lynch, John, law student, Ann Arbor, Mich.  
Lowe, May L. (Mrs. Frederic Haggist), Walla Walla.  
Lucinger, Rose, teacher, Walla Walla.  
McDowell, Carrie, teacher, Ellensburg.  
Miller, Clyde, railway postal clerk, 1720 So. I, Tacoma.  
Pauley, Anna, teacher, Walla Walla.  
Reid, J. Howard, cashier bank, Sprague.  
Roush, George H., Goldendale.  
Selby, William, teacher, Port Townsend.  
Salladay, Letha, teacher, Kittitas.  
Shaw, Carrie (Mrs. Will Eugene Walker), Farmington.  
Scott, Fannie, teacher, 2319 Mallon Ave., Spokane.  
Steinbach, Margaret, teacher, Everett.

#### **Class of 1898.**

Bergie, Etta M. (Mrs. L. R. Gilette), Mace, Idaho.  
Bisbee, Zella, teacher, Spokane.  
Beatty, Margaret, student, State University, Seattle.  
Clark, Dee, teacher, Vancouver.  
Coleman, Pearle, teacher, Whatcom.  
Dorr, Ada, Manila, P. I.  
Devereaux, Ellen, teacher, Puyallup.  
Kelling, Blanche, teacher, Walla Walla.

Morgan, Adelle, student, State University, Seattle.  
 Malson, Hester A. (Mrs. Jacob Mades), West Seattle  
 McDonnell, Mary, teacher, Tacoma.  
 Prichard, Milton, teacher, Vancouver.  
 Painter, Pearl M., teacher, Ellensburg.  
 Richmond, J. P., Seattle.  
 Rock, Anna, teacher, 435 17th Ave., North Seattle.  
 Stevens, Claire (deceased).  
 Stevens, Jessie (Mrs. Nason), Seattle.  
 Sampson, Helen, teacher, Spokane.  
 Turner, Birdie A., teacher, 605 7th Ave., Seattle.  
 Thomas, Eloise, teacher, Spokane.  
 Thayer, Fannie, teacher, Spokane.  
 Thompson, Regina S., teacher, 125 Blanchard St., Seattle.  
 Weyer, Ross, medical student, Chicago, Ill.  
 Weaver, Cora, teacher, Ellensburg.  
 Weller, Fannie, student, Stanford University.

#### Class of 1899.

Abbott, Lulu Edith, teacher, Walla Walla.  
 Colbert, Daisy Johanna (Mrs. Edward Brown), Missoula,  
 Mont.  
 Davies, Anna, teacher, Carbonado.  
 Dillon, Hannah M., teacher.  
 Graff, Minda Selmar, teacher, Everett.  
 Hayes, L. Justin M. (Mrs. Thompson), Centralia.  
 Jackson, Edith Louise, teacher, 1424 Bridge Ave., Spokane.  
 Johnston, Grace Cassidy (Mrs. Guy Allen Turner), Walla  
 Walla.  
 Lewis, Margaretta, teacher, Wilkeson.  
 McCausland, Margaret Rebecca, teacher, Walla Walla.  
 McDonnell, Alberta, student, Vassar College, Poughkeepsie,  
 N. Y.  
 McGreal, Francis P., teacher, Conway, Skagit County.  
 Megannon, Robina Marie, teacher, E. 313 Misson St. Spokane.  
 Miller, May G., teacher, Spokane.  
 Miles, Eley, teacher, 706 L St., Tacoma.  
 Montgomery, Wm. W., Supt. of Schools, Olympia.  
 Nickeus, Elise (Mrs. Robert Hawzhurst, Jr.), San Francisco.  
 Sanford, Charlotte (died July, 1902).  
 Scott, Edna Roslind Marlin (Mrs. H. A. Gibbon), Kent.  
 Sprague, Genevieve Estelle, teacher, Ellensburg.  
 Stejer, Francis Adrien, Supervising Principal, Edmonds.  
 Tucker, George Henry, Castle Rock.  
 Truitt, Elizabeth, teacher, 1418 E. St., Tacoma.  
 Wallace, Ida C. (Mrs. John W. Blake), La Conner.



Young, Ida C., teacher, Hartline.

Zimmerman, Lydia Adelia (Mrs. Charles Kyle), Wenatchee.

### Class of 1900.

Anderson, Katherine, Principal, Stanwood.

Baker, Mrs. Bessie B., teacher, Ellensburg.

Carroll, Julia Virginia, teacher, Seattle.

Clark, Mary, teacher, North Yakima.

Carothers, Lillian, teacher, Ellensburg.

Davis, Cora Winston, teacher, Spokane.

Gibbon, Herbert Addison, teacher, Kent.

Henson, Alice Marguerite, teacher, Douglas, Alaska.

Hopp, Kathleen, teacher, Seattle.

Lampson, Eva, teacher, Walla Walla.

Lindsay, Grace, teacher, Port Townsend.

Morse, Raymond C., teacher, High School, Olympia.

Morrow, Calla Lillie, teacher, Waitsburg.

Metcalf, John Baker, teacher, Snoqualmie.

Patterson, Myrtle, teacher, Wenatchee.

Shoudy, Loyal, student, University of Washington, Seattle.

Vallen, Margaret Elinor, County Supt. of Schools, Pomeroy.

Wilding, Florence, teacher, Jersey City, N. J.

Wilson, Mary Jane, teacher, Farmington.

Weyer, Zoora E., teacher, Carbonado.

### Class of 1901.

Dennis, Edna, teacher, High School, Ellensburg.

Grinrod, Irene, teacher, Roslyn.

Kruegel, Nell, teacher, Pullman.

Larsen, Minnie, teacher, North Yakima.

Lewis, Eleanor, teacher, Wilkeson.

McKinney, Katherine, teacher, North Yakima.

Mann, Hulda, teacher, Tacoma.

Myhan, May, teacher, Tacoma.

Ostrum, Lora Edith, Tacoma.

Rowland, Cora M., teacher, Anacortes.

Stickney, Bessie, teacher, Tacoma.

Wilson, Guilford, teacher, Roslyn.

Wallis, Bay, teacher, Pullman.

### Class of 1902.

Baker, Mrs. C. S., teacher, Cle Elum.

Blair, H. F., County Superintendent-elect Kittitas County.

Bowman, Ina, teacher, Alderton.

Burwell, Mildred J., teacher, 1310 So. 4th St., Tacoma.

Carter, Frances Maude, teacher, Spokane.

Dennis, Esma, teacher, Yakima City.

Fouts, Rose Bartol, teacher, Dayton.  
Getz, Minerva Adelia, teacher, Ritzville.  
Hoke, Floy A., teacher, 222 E. 34th St., Tacoma.  
King, Effie Evangeline, teacher, Waitsburg.  
Moorehouse, Edna Lorine, teacher, Ritzville.  
McKenzie, George, Auditor Thurston County, Olympia.  
McBride, Harvey Oscar, teacher, Hopewell.  
Nelson, Nellie M., teacher, 402 So. L St., Tacoma.  
Oldham, Eva., teacher, Kittitas.  
Page, Ethel Belle, teacher, Hoquiam.  
Painter, Marguerite, teacher. St. Paul's School, Walla Walla.  
Prendergast, Charlotte E., teacher, Waitsburg.  
Rodman, Albertine Eliza, teacher, North Yakima.  
Russ, Esther Clair Euphrosyne, teacher, Tacoma.  
Wilson, Florence Alden, teacher, Ellensburg.  
Warmoth, Lena Jane, teacher, Sumner.

---

## THE ALUMNI ASSOCIATION.

### Officers, 1902-3.

#### PRESIDENT.

Guilford Wilson, 1901.

#### VICE-PRESIDENT.

Ione Guinrod, 1901.

#### SECRETARY AND TREASURER.

Hoyt F. Blair, 1902.

#### EXECUTIVE COMMITTEE.

Mrs. F. P. Woolff, 1894.

Lillian Carothers, 1900.

Ethel Page, 1902.

Regina S. Thompson, 1898.

Lena J. Warmouth, 1902.

## HOLDERS OF ELEMENTARY CERTIFICATES.

The names of those who have obtained the diploma, as well as the certificate are transferred to the roll of the Alumni.

### Class of 1893.

Cravat, Mary Louise, teacher, Tacoma.

Davis, Samuel Clifford, teacher, Hadlock.

Leonard, Virginia, teacher, 715 South N St., Tacoma.

### Class of 1894.

Anderson, Helen (Mrs. F. N. McCandless), Tacoma.

Baird, Irene, McPherson, Kansas.

Elsensohn, Tena (Mrs. M. G. Beale), Alpowa.

Ford, Rachel (Mrs. Arthur Damman), Ellensburg.

France, Minnie (Mrs. Wilton Watson), Hoquiam.

Havens, Cora (Mrs. A. L. Foster), Leary.

Phillips, Ina (Mrs. Williams), North Yakima.

Peterson, Gertrude, teacher, Kalama.

Quimby, Amanda, teacher, Montesano.

Steele, Nellie (Mrs. J. J. Charlton), Kettle Falls.

Thomas, Edwin, Juneau, Alaska.

Young, Mary, teacher, North Yakima.

### Class of 1895.

Bruce, Mary, teacher, 1808 South D St., Tacoma.

Currier, Clara (Mrs. Hubbard), Hyman.

Nelson, Emma (Mrs. George Elsensohn), Pomeroy.

O'Farrel, M. T., teacher, Orting.

Sheets, Gertrude (Mrs. Roy Randall), Lind.

Tuttle, Edith (Mrs. John Peel), Seattle.

### Class of 1896.

Atwood, Blanche, teacher, Spokane.

Brown, Mae Pauline (Mrs. Dell Thompson), Dayton.

Bushnell, Virginia (Mrs. J. Franklin McCrosky), Oakesdale.

Chappell, Mrs. Lottie, teacher, Goldendale.

Hagy, Margaret, teacher, North Yakima.

Hunter, Anna C., teacher, Fort Flagler.

Kent, Margaret, teacher, Vancouver.

Putnam, James G., Ellensburg.

Rogers, Belle (Mrs. Thayer), New Whatcom.

Rambo, Charles, teacher, Bush Prairie.

Smith, Gertrude (Mrs. H. W. Hale), Ellensburg.

Stephenson, Grace (Mrs. Will Prater), Ellensburg.

Stoops, Clara, North Yakima.

Taylor, Harley, Supt.-elect, Cowlitz County, Kalama.

Young, Carrie, teacher, North Yakima.

**Class of 1897.**

Ashman, Anna, teacher, Hoquiam.  
Adams, J. Q., Dawson City, N. W. T.  
Baker, Ella, teacher, Cleveland.  
Bullock, Anna, teacher, North Yakima.  
Butcher, Fred, Ellensburg.  
Burke, Odessa, teacher, Hoquiam.  
Cooke, Mary, teacher, Seattle.  
Currey, Orson (died May 12, 1902).  
Hinman, Agnes, teacher, Roslyn.  
Koontz, Anna, student, State Normal.  
Karshner, Blanche, teacher, Olympia.  
Lindsay, Ella, teacher, 326 Tyler St., Port Townsend.  
Leake, Norma, teacher, Avon.  
Shull, Emma, teacher, Roslyn.

**Class of 1898**

Adams, Edna,  
Anderson, Lillie, teacher, Kent.  
Attebury, Josie, Garfield.  
Attebury, Cora, Garfield.  
Bower, Mollie (Mrs. John Van Alstine), Ellensburg.  
Barthrop, Anna (Mrs. Capt. W. E. Renney), Tacoma.  
Bullock, Grace A., teacher, North Yakima.  
Baker, Lutie, teacher, Everett.  
Clark, Grace E., teacher, Cleveland.  
Coe, Mabel, teacher, Garfield.  
Davies, Minnie, teacher, Hoquiam.  
Davies, Olga, teacher, Montesano.  
Foss, S. S., teacher, Prescott.  
Farnsworth, Stella, teacher, Spokane.  
Gaines, Sue B., student, Cheney Normal School.  
Harris, Clara, teacher, Auburn.  
Hess, Ellen (Mrs. William White), Goldendale.  
Hines, Sophia, missionary, Mexico.  
Norman, Clara, Port Townsend.  
Powell, Perry, Castle Rock.  
Swain, Maude (Mrs. John Judge), Stone Station, Montana.  
Schulerude, Christine, teacher, Tekoa.  
Stearnes, H. J., teacher, Chinook.  
Wilson, Emma (Mrs. Leon Wakefield), Elma.  
Wallace, M. Eliza, teacher, La Conner.  
Wallace, Margaret, teacher, Seattle.

**Class of 1899.**

Abbott, Flossie Forder, teacher, Spokane.  
Annis, Bessie, student, University of Washington, Seattle.

Bowman, Edna, teacher, Shelton.  
Banks, Beth, teacher, Snohomish.  
Blanchard, Bessie, teacher, Seattle.  
Canta, Josephine Frances, teacher, Spokane.  
Davies, Rose, teacher, Roslyn.  
Davies, Catherine, principal, Carbonado.  
Fields, Anna Lillie, teacher, Port Angeles.  
Fox, Bessie, teacher, Wilson Creek.  
Gibson, Annie Elizabeth, student State Normal School, Ellensburg.  
Gibson, Janet Rae, teacher, 523 Union St., Seattle.  
Gano, Avenelle, teacher, North Yakima.  
Herr, Bessie Beatrice, teacher, Puyallup.  
Hiddleston, Christel Dora (Mrs. W. W. Tuttle), Tacoma.  
Hughes, Daisy May (Mrs. O. N. Erickson), Auburn.  
Irwin, Iva May (Mrs. Lawrence Elsonsohn), British Columbia.  
Irons, Marguerite, teacher, Milton, Or.  
Ketchum, Mary Elizabeth, teacher, Springdale.  
Kraabel, Theresa, teacher, Parkland.  
Klockstead, Henrietta M., (Mrs. Dahl), Seattle.  
Maltby, Addie Belle, teacher, East Spokane.  
Mason, Hattie Belle, teacher, Garfield.  
McCurdy, Katherine, teacher, St. Paul's School, Walla Walla.  
McKenzie, Clara Etta, teacher, Olympia.  
Oswald, Mary (Mrs. L. J. Beedon), Aberdeen.  
Sayer, Della M., teacher, Ione, Or.  
Schurman, Jennie, teacher, Tekoa.  
Shaw, Eleanor Marie, teacher, East 410 North Ave., Spokane.  
Shepardson, Bessie, teacher, Castle Rock.  
Stephens, Bertha K. (Mrs. Philip Adams), Ellensburg.  
Tripp, Nepha Dell, teacher, Tacoma.  
Ward, Bernadette, teacher, Prosser.  
Watkins, Mary Ann (Mrs. F. P. McGreal), La Conner.  
White, Lila P., teacher, 722 Columbia St., Seattle.  
Whittle, Lois, teacher, North Yakima.

#### Class of 1900.

Agnew, Ina (Mrs. McNutt), teacher, Port Angeles.  
Anderson, Carolyn, teacher, Ballard.  
Blake, Georgia (Mrs. Edward Stevens), Ellensburg.  
Carscadden, Mabel, teacher, Prosser.  
Douglas, Lena, teacher, Yakima County.  
Foss, Mayme, teacher Pomeroy.  
Ingram, Mae (Mrs. Clark Israel), Dayton.  
McKenzie, Edith, teacher, Olympia.  
Pihl, Josephine C., teacher, Puyallup.

Riddell, Harry S., student, State University, Seattle.  
Van Brocklin, Mabel, teacher, King County.  
Warne, Clara H., teacher, Everett.  
Young, Frances, teacher, Hartline, Douglas County.

**Class of 1901.**

Bower, O. H., teacher, Montesano.  
Blair, J. Bennett, principal, Camas.  
Groupe, Bernice, Dayton.  
Gumm, Velma, teacher, Kennewick.  
Norby, Agnes, teacher, Roslyn.  
Nordwick, Claudine, Ilwaco.  
Prior, Elizabeth, teacher, North Yakima.  
Rucks, Ella, student, Whatcom Normal School.  
Wills, Elizabeth, teacher, Roslyn.  
Yale, Nellie, teacher, Vancouver.

**Class of 1902.**

Burcham, Perry, Kelso.  
Lum, Charlotte, teacher, North Yakima.  
Mills, May, Roslyn.  
Peterson, Lucie Frances, teacher, Hillhurst.  
Pihl, Emma Charlotte, teacher, North Yakima.  
Porter, Jessie May, teacher, Oakville.  
Poage, Wm. Courtney, teacher, Sunnyside.  
Shannon, Grace, teacher, North Yakima.  
Shoemaker, Grace, teacher, Dayton.  
Stretch, Blanche, teacher, 110 E. Bay Ave., Olympia.  
Young, Ethelyn Harriett, teacher, North Yakima.

## AIMS OF THE SCHOOL AND THE SCOPE OF ITS WORK.

---

### ITS SPECIFIC PURPOSE

The school is maintained by the state for the specific purpose of educating and training teachers. It welcomes to its privileges those who are fitted by nature and education to undertake preparation for teaching.

### THE DEMAND FOR PROFESSIONALLY EDUCATED TEACHERS

The need of special training for the important public service of teaching has come to be generally appreciated and such preparation is commonly expected of those who seek positions in public schools. The more desirable the position, the more stern, as a rule, is the demand for professional training.

### THE SUPPLY NOT EQUAL TO THE DEMAND

There is lack of qualified teachers for elementary school work. There may not be lack of those who are willing to accept the position and name of teacher, but it is a fact that many schools are entrusted to immature and untrained persons, and sometimes this is because teachers prepared for the work are not found.

The state having recognized the urgent necessity of trained teachers for the public schools and having provided for the education the teachers, seeks to attract into the profession of teaching and into the service of its schools young men and young women who are adapted to this work and offers them the means of qualifying themselves. It is of great importance to the future of the state that there shall come to its normal schools a constant supply of young men and young women who possess the health, the character, the habits, the talents which constitute the basis of the capable teacher.

### TALENT FOR TEACHING ESSENTIAL

Not all who would be teachers possess the requisite endowments. No normal school can create talent for teaching. There are endowments and acquisitions of early life which are indispensable to the good teacher and these no school can furnish. A good normal school affords favorable conditions for the development of the talent which its students possess. To discover talent for teaching and to cultivate it

are among the high privileges of those charged with instruction in such an institution.

### GENERAL SCHOLARSHIP AND CULTURE

The normal school is not a high school nor a college, although of the grade of either or both; it is an institution having its own function which is specific, namely, the preparation of teachers for their work. This special function, however, is of such a nature that it must secure thorough general scholarship and broad culture in its students or it will fail to fulfill its purpose.

The cultivation of the abilities and habits of the scholar is an important element in the education of the teacher. So throughout the normal school course the student needs to be pursuing energetically substantial subjects for the strengthening and sharpening of the intellect, for the enlarging and liberalizing of the mind, for the enrichment and invigoration of the whole life. The education of the teacher must not be narrowed down to mere training in the work of school teaching. The normal school must cultivate a lively interest in study, it must promote the spirit of investigation, it must beget enthusiasm for learning. To accomplish this it must provide for the vigorous pursuit under able instructors of substantial branches of learning.

The course of study must be rich in material suited to challenge effort and nourish interest as well as to furnish specific training in the art of teaching. It will be observed in the outline of the courses following that substantial acquisitions in mathematics, science, literature, history and art are provided for.

### THE SPECIAL WORK OF THE NORMAL SCHOOL

But general studies and the general culture aim must be pursued in view of their relation to the special purpose of the school, the preparation of teachers.

1. **The Development of the Teacher Spirit.** The normal school must beget in its students the spirit of the teacher. It must "imbue its students with professional zeal," and inspire them with "such a love for the work that they may freely offer themselves to the great work of popular education."

2. **Educational Insight.** It must reveal the nature, aims and methods of education. It must make the student acquainted with child life, give him correct conceptions of adult human life, its possibilities and obligations, and help him to understand the process through which the child may reach its best development. It must afford in its course opportunities for study and furnish instruction especially in the sciences



which deal with life and mind, it must bring the student into relations favorable to his gaining by its own direct study, knowledge of children and insight into the true process of their education.

3. **Mastery of Culture Material.** It must enable students to grasp and analyze the branches of human learning commonly used as material for instruction, to appreciate the value of each branch and of the several parts of it, and to use intelligently and skillfully material which is well suited to develop interest and to nourish intellectual life.

It is of especial importance that the normal school course provide for advanced study of the subjects of the elementary course. This should not be merely a review to make up for assumed defects of elementary scholarship or to refresh the memory, but it should be an earnest study of these subjects in the light of advanced studies in mathematics, science, history, art and literature, with the purpose not merely to see them again as they appeared to the child, but to see them from the standpoint of the teacher.

This study of arithmetic, after studying algebra and geometry; of geography after studying botany, physics, history; of grammar after studying a foreign language, history, literature, etc., is among the most important elements of preparation for teaching.

4. **Training in the Art of Teaching.** The normal school should furnish the opportunity for introducing practice in the art of teaching. The study of any art is pursued to little purpose as an art unless the student can experience the sensations which are produced by actual effort to perform the appropriate work. A well organized and ably conducted elementary school as a laboratory for observation and practice is the central thing in the equipment of a normal school.

This statement of the aims and the scope of the school is designed to suggest the principles according to which the courses of instruction here outlined have been arranged.

### ADMISSION.

There are no restrictions on account of race, nationality, or place of residence, but it is assumed that those who apply for admission desire to become teachers, and to find employment in the State of Washington. On registering as students the following statement is signed:

"We hereby declare that our purpose in entering the Washington State Normal School is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of this state."

**Age.** The minimum age for admission is fifteen years, and male applicants must be sixteen.

**Health.** Sound health is a prime requisite for the good teacher and an important qualification for the normal student. A health certificate from the family physician or some physician who is acquainted with the applicant's state of health is requested of all who are admitted. Only a strong and vigorous person may wisely undertake the full work of any class in the normal school.

**Character.** A certificate of moral character is required of all who are admitted. This certificate should be signed by some one of high standing in the community where the applicant resides.

Blanks for certificates of health and of character are furnished upon application and are convenient for those who make out these certificates.

**Scholarship.** I. Admission by certificate. Any of the following credentials will be accepted as evidence of the scholarship required for admission:

- a. A diploma from a university or college authorized by law to issue diplomas.
- b. A diploma of a high school or other secondary school accredited by the Board of Higher Education.
- c. A certificate of honorable dismissal from a state normal school or other institution of equal or higher rank.
- d. A teacher's certificate.
- e. A certificate stating that the holder has completed the ninth year or any higher grade of the state high school course or its full equivalent and signed by the principal of the school in which the work was done.

Eighth grade certificates will be accepted at the beginning of the next school year.

**Accredited High Schools.** The following high schools and academies have been accredited for the ensuing year:

|               |                      |
|---------------|----------------------|
| Aberdeen.     | Pupallup.            |
| Ballard.      | Seattle.             |
| Centralia.    | Snohomish.           |
| Chehalis.     | Spokane.             |
| Davenport.    | Tacoma.              |
| Dayton.       | Vancouver.           |
| Everett.      | Walla Walla.         |
| Fairhaven.    | Paterville.          |
| Kent.         | Whatcom.             |
| North Yakima. | Puget Sound Academy. |
| Olympia.      |                      |

II. Admission by examination. Those who are prepared to do normal work but who hold none of the above papers may enter by passing an examination at the normal school upon the following subjects:

English—composition, grammar and reading—arithmetic, geography, physiology, the history of the United States.

An examination for admission will be held at the Normal School on Monday and Tuesday, September 7 and 8, 1903, beginning at nine o'clock a. m.

#### CLASSIFICATION

When admitted, students are assigned to their places in the course according to their attainments and their estimated capability to work.

Graduates of universities and colleges are admitted to the Senior year and may elect their work with the advice of the principal.

Graduates of accredited high schools are admitted to the advanced course. They will be given unconditional standing in the Junior class, provided that their high school course included twenty credits (two years' work) in a foreign language, twenty credits in English, twenty credits in history, ten credits in physical science, ten credits in biological science, twenty credits in mathematics, five credits in drawing and five credits in music. Opportunity will be afforded in the normal school for making up such credits as any high school graduates may lack. A half year or a year of elective work may be done in the normal school either before regularly taking up the Junior year or between the Junior and Senior years.

Evidence presented of work done elsewhere which is actually equivalent to any part of a course will be accepted but no credit can be allowed unless it has been duly certified by the principal or teacher under whom the work was done. All who expect to take advanced standing should present at the time of admission certificates or certified statements specifying the time spent upon each subject for which credit is desired and the quality of the work done.

As now arranged, students from the ninth grade will pass regularly to the first year of the elementary course and those who have completed the tenth grade may enter the second year. Those who enter from the eighth grade will have the opportunity to prepare for the first year in review classes and in the ninth grade of the training department.

It is assumed that all who are admitted have maturity of body and mind and a steadiness of purpose and habit that will enable them to do strong, independent work. It is also ex-

pected that they have already studied successfully some classic literature in English, some history besides that of the United States and some mathematics besides arithmetic; they are supposed to have learned to sing and to draw as well as to speak and write approved English and to read with expression.

But these fundamental arts, so essential in the elementary preparation of those who would become teachers, have been so frequently neglected that special attention is called to their importance.

#### REVIEW CLASSES IN THE FUNDAMENTAL BRANCHES.

To provide opportunity for the thoro mastery of these fundamental arts, special review classes are maintained and students will not be permitted to advance with classes in professional work nor to teach in the training department who have neglected to equip themselves in these essentials.

The following classes will be maintained during the ensuing year:

| FIRST SEMESTER.               | SECOND SEMESTER. |
|-------------------------------|------------------|
| English.                      | English.         |
| Physical Geography.           | Geography.       |
| Arithmetic.                   | Arithmetic.      |
| History of the United States. | Physiology.      |
| Algebra.                      | Algebra.         |

This is not a preparatory course for persons who are not prepared to take up normal school work but provision for securing proficient elementary scholarship in all who are admitted to the school. It is especially necessary for those who have already been authorized to teach upon third grade certificates and for graduates of high schools who have not given proper attention to this part of their education.

---

### COURSES.

The following courses have been authorized by the Board of Higher Education and arranged in accordance with resolutions adopted by it. The work indicated here is outlined under the several departments beginning on page 33.

The figures after the subjects denote the number of recitation periods per week and also the number of credits given to each subject.

#### I. THE ELEMENTARY COURSE.

##### First Year.

| FIRST SEMESTER.             |   | SECOND SEMESTER.             |   |
|-----------------------------|---|------------------------------|---|
| Rhetoric and Literature.... | 4 | Literature and Rhetoric .... | 4 |
| Latin or German .....       | 3 | Latin or German.....         | 2 |
| Botany and Physics.....     | 5 | History, Greece and Rome..   | 5 |

|                        |   |                              |   |
|------------------------|---|------------------------------|---|
| Geometry.....          | 5 | Physics and Botany.....      | 5 |
| Drawing .....          | 3 | Geometry and Book-keeping... | 3 |
| Singing .....          | 2 | Drawing or Manual Training   | 2 |
| Physical Training..... | 2 | Singing .....                | 1 |
|                        |   | Physical Training.....       | 2 |

**Second Year.**

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| Literature .....            | 2 | Method in English.....    | 3 |
| History, Mediaeval Europe.. | 3 | History, England .....    | 2 |
| Latin or German.....        | 5 | Latin or German.....      | 3 |
| Oral Expression .....       | 2 | Pedagogy, Introductory    |   |
| Zoology .....               | 3 | Course .....              | 3 |
| Algebra .....               | 4 | Biology .....             | 4 |
| Singing .....               | 2 | Arithmetic and Method.... | 4 |
| Physical Training.....      | 2 | Drawing, (Elect).....     | 3 |
|                             |   | Physical Training.....    | 2 |

**Third Year.**

|                            |   |                           |   |
|----------------------------|---|---------------------------|---|
| Literature .....           | 3 | Literature, (Elect).....  | 2 |
| History, (Elect) .....     | 2 | History, Method.....      | 3 |
| Elementary Psychology..... | 3 | Oral Expression.....      | 2 |
| Practice Teaching.....     | 5 | School polity and General |   |
| Neurology .....            | 4 | Method .....              | 3 |
| Geography .....            | 5 | Physics .....             | 5 |
| Physical Training.....     | 2 | Drawing .....             | 2 |
|                            |   | Singing .....             | 2 |
|                            |   | Physical Training.....    | 2 |

**II. THE ADVANCED COURSE.**

Arranged for those who have completed Course I.

**Fourth Year.**

|                             |   |                             |   |
|-----------------------------|---|-----------------------------|---|
| Literature, (Elect) .....   | 2 | Literature .....            | 3 |
| History .....               | 3 | History, (Elect).....       | 2 |
| Latin, Virgil, or German... | 5 | Latin, Cicero, or German... | 3 |
| Chemistry .....             | 5 | Psychology .....            | 4 |
| Geometry, Solid.....        | 4 | Physics or Geology.....     | 4 |
| Drawing, (Elect).....       | 2 | Trigonometry and Algebra,   |   |
| Physical Training.....      | 2 | (Elect) .....               | 3 |
|                             |   | Manual Training (Elect)...  | 2 |
|                             |   | Physical Training.....      | 2 |

**Senior Year.**

|                           |    |                           |   |
|---------------------------|----|---------------------------|---|
| Teaching .....            | 10 | Psychology and General    |   |
| History and Philosophy of |    | Method .....              | 4 |
| Education .....           | 4  | History and Method.....   | 2 |
| Sociology .....           | 2  | Mathematics .....         | 2 |
| Drawing .....             | 2  | Geology .....             | 4 |
| Literature .....          | 2  | Expression .....          | 2 |
|                           |    | School Hygiene and Nature |   |
|                           |    | Study .....               | 3 |
|                           |    | Physical Training.....    | 2 |

**III. THE ADVANCED COURSE.**

For graduates of Accredited High Schools.

**Junior Year.**

|                         |   |                  |   |
|-------------------------|---|------------------|---|
| English and Method..... | 3 | Literature ..... | 2 |
|-------------------------|---|------------------|---|

|                            |   |                            |   |
|----------------------------|---|----------------------------|---|
| Pedagogy, Introductory     |   | Psychology .....           | 4 |
| Course .....               | 3 | Practice Teaching.....     | 5 |
| Biology .....              | 4 | Geography and Method ..... | 5 |
| Arithmetic and Method..... | 4 | Oral Expression and Method | 3 |
| Drawing .....              | 4 | Drawing .....              | 2 |
| Singing .....              | 2 | Physical Training.....     | 2 |
| Physical Training.....     | 2 |                            |   |

### Senior Year.

|                           |    |                           |   |
|---------------------------|----|---------------------------|---|
| Teaching .....            | 10 | Psychology and General    |   |
| History and Philosophy of |    | Method .....              | 4 |
| Education .....           | 4  | History and Method.....   | 2 |
| Sociology .....           | 2  | Mathematics .....         | 2 |
| Drawing .....             | 2  | Geology .....             | 4 |
| Literature .....          | 2  | Expression .....          | 2 |
|                           |    | School Hygiene and Nature |   |
|                           |    | Study .....               | 3 |
|                           |    | Physical Training.....    | 2 |

## IV. COMPLETE COURSE.

This course embraces the work of the elementary and advanced courses and allows election and specialization to a greater extent. It requires as preparation the completion of the ninth grade or its equivalent, including a full year's study of Latin or German, a year of algebra, half a year of botany, half a year of physics and a good degree of proficiency in reading, speaking and writing English. It offers superior advantages to the student who can pursue the course continuously and who is ambitious to make thoro preparation for educational work in special lines.

### First Year.

| FIRST SEMESTER.             |   | SECOND SEMESTER.             |   |
|-----------------------------|---|------------------------------|---|
| Rhetoric and Literature.... | 4 | Rhetoric and Literature..... | 4 |
| German or Latin .....       | 3 | History, Greece and Rome..   | 5 |
| Zoology .....               | 3 | German or Latin.....         | 4 |
| Geometry .....              | 5 | Geometry and Book-keeping.   | 3 |
| Drawing .....               | 3 | Manual Training or Drawing   | 2 |
| Singing .....               | 2 | Physical Training.....       | 2 |
| Physical Training.....      | 2 |                              |   |

### Second Year.

|                             |   |                         |   |
|-----------------------------|---|-------------------------|---|
| Literature .....            | 2 | English and Method..... | 3 |
| History, Mediaeval Europe.. | 3 | History, England.....   | 2 |
| German or Latin.....        | 5 | German or Latin.....    | 3 |
| Oral Expression .....       | 2 | Biology .....           | 4 |
| Chemistry .....             | 4 | Physics .....           | 5 |
| Algebra .....               | 4 | Drawing, (Elect).....   | 3 |
| Singing .....               | 2 | Physical Training.....  | 2 |
| Physical Training.....      | 2 |                         |   |

### Third Year (Advanced).

|                              |   |                            |   |
|------------------------------|---|----------------------------|---|
| Literature, (Elect).....     | 2 | Literature .....           | 3 |
| History .....                | 3 | History, (Elect).....      | 2 |
| Latin, Virgil, or German.... | 5 | Latin, Cicero, or German.. | 3 |

|                        |   |                             |   |
|------------------------|---|-----------------------------|---|
| Neurology .....        | 4 | Geology .....               | 4 |
| Geometry, Solid.....   | 4 | Trigonometry and Algebra... | 5 |
| Drawing, (Elect).....  | 2 | Manual Training .....       | 2 |
| Physical Training..... | 2 | Physical Training.....      | 2 |

### Junior Year.

|                            |   |                           |   |
|----------------------------|---|---------------------------|---|
| Pedagogy, Introductory     |   | Literature .....          | 2 |
| Course .....               | 3 | Psychology .....          | 4 |
| Arithmetic and Method..... | 4 | Practice Teaching.....    | 5 |
| Drawing .....              | 4 | Geography and Method .... | 5 |
| Singing .....              | 2 | Oral Expression, etc..... | 3 |
| Physical Training.....     | 2 | Drawing .....             | 2 |
|                            |   | Physical Training .....   | 2 |

### Senior Year.

|                           |    |                           |   |
|---------------------------|----|---------------------------|---|
| Teaching .....            | 10 | Psychology and General    |   |
| History and Philosophy of |    | Method .....              | 4 |
| Education .....           | 4  | History and Method.....   | 2 |
| Sociology .....           | 2  | Mathematics .....         | 2 |
| Drawing .....             | 2  | Geology .....             | 4 |
| Literature .....          | 2  | Expression .....          | 2 |
|                           |    | School Hygiene and Nature |   |
|                           |    | Study .....               | 3 |
|                           |    | Physical Training.....    | 2 |

## The Work of the Several Departments Outlined.

### THE ENGLISH LANGUAGE AND LITERATURE.

The instruction in this course aims, first, to secure for the student ease and energy in composition, and historical knowledge of the English language, and a general acquaintance with English literature; and second, to prepare him to be an effective teacher.

A year's study of Latin with English composition and word study is provided as a foundation for a broader and more adequate understanding of the English language.

**Course I. First Year**—A course in rhetoric and literature. The purpose of the course is to teach the methods of simple, direct and accurate expression, through a study of masterpieces and a practical application of the principles learned from such study. Hawthorne's and Irving's short stories, Burrough's nature essays and Addison's and Macaulay's essays are, in part, the material from which selection is made.

**Course II. Second Year**—A study of the history of American literature. This course is intended to give the student a knowledge of American literature, and to afford material for a study of methods during the last semester.

**Course III.** The history of English literature from Chaucer to Pope, pursued by means of an intensive study of masterpieces and rapid supplementary reading. This course will be preceded by a brief course in the history of the English language.

**Course IV.** A critical study of Tennyson, Browning and Arnold. This course is open to students who have had course III. or its equivalent.

**Course V.** A study of dramatic literature, especially Shakespeare and his contemporaries. This course is open to all students who have had courses I. and III. or their equivalents.

In preparation for courses IV. and V. equivalency will be decided by examination, and admission on examination will be probationary. These courses are pursued by the laboratory method, and written and oral reports, and more finished papers will be required throughout.

A course in Wordsworth and the Lake School and in Argumentation will be offered, either as extra electives or as



substitutes for one of the above courses, should a sufficient number of students elect. Those undertaking Argumentation must have had Course I, those undertaking Wordsworth and the Lake School must have had courses I. and III. or their equivalents.

### HISTORY.

**Aims:** The chief aim of the following courses is the awakening of the historical spirit. The student is brought into contact with historical material that the desire for research into records and relics may be aroused. He is led to discover the causes of the advancement and retrogression of nations that he may find satisfaction and interest in the great concerns of humanity. This cultivation of the historic sense, this appreciation of the meaning of history, this genuine interest in the procession of the years is a great element of power in the teacher.

**Method:** Whenever it is possible the students will be led to consult the original sources and to reason and infer from these. The use of relics, literature and pictures in historical study will be emphasized, and students encouraged to make collections for the study of local history. Current events will be considered, and their relation to history past and present noted.

Provision for a thorough review of the history of the United States, also for the study of the history, constitution, and public school system of the State of Washington, will be made outside the regular course for those who require it.

**Course I. First Year, Second Semester**—Greek and Roman history. A study of the people, country, life, art, achievements, and contributions to the progress of the world. The special aim of this course is to introduce the student to the method of historical study. With this aim in view literature and illustrative material have been selected and arranged, and earnest efforts are made to awaken the historic spirit and cultivate interest in research.

**Course II. Second Year, First Semester**—Roman and Mediaeval and modern European history. The method is the same as that pursued in the first year. A broader view of the field is taken, and the characteristics and distribution of the great peoples of the world are considered as intensively as time permits.

**Course III. Second Year, Second Semester**—English history. This course consists of a study of the history of England from the time of Henry the VII to the close of the eighteenth century.

**Course IV.** In the third year of the elementary course, modified, the class comes back to the study of our own country. The students are prepared now to study the history of the United States with appreciation. They have gained a view of the world, ancient and modern, and have had training in methods of historical study; they have been broadened and matured by studies in other departments, so that they are prepared to view the development of our nation, and study its progress intelligently and with appreciation needful for the teacher.

In connection with the history of the nation, the government, both state and national, will be studied, and will be found interesting and easy.

A portion of this year is devoted to consideration of methods of teaching history in the grammar grades.

**Course V.** An intensive study of the history of an oriental or classical people.

**Course VI.** An intensive study of some modern topic, as the history of Europe during the nineteenth century, or the progress and development of American institutions during the past one hundred years. Courses V and VI belong to the third year of the elementary course and to the Fourth year in the advanced course, modified.

**Course VII. Senior Year, Second Semester**—Methods of teaching history. This course is intended to provide for consideration of the best methods of history teaching. The nature and value of history are discussed; the best methods of securing profitable and interesting instruction in history, and the students guided in the use of sources, maps, charts, outlines, pictures, and literature in history study, and in the selection of topics for primary, grammar, and high school grades.

### ART.

Some of the most important uses of the art course are, first of all, to bring the student into that association with nature which will not only help him to consciously observe, but shall awaken within him a more sympathetic interpretation of life. To learn to see correctly will not only broaden man's material horizon, but help him to think.

To think is to be able to do, and the aim of the art course is to so unify the thinking and doing that each result, however crude, will be a real creative expression of the individual. The drawing will be planned, so far as possible, to fulfill some definite purpose and shall be related to other subjects. This will include the illustrating of nature, history and literature papers, etc., by the use of charcoal, pencil or water color.

Some time will also be spent in the practical application of suitable designs for particular spaces, these decorations of the students actually to be used throughout the building and will frequently be changed as the season or particular interest varies.

## **THE ELEMENTARY COURSE.**

### **First Year—First Semester.**

Technical aim of—To develop appreciation of form in mass;

Color and arrangement, by means of:

I. Clay modeling—Vegetables, fruits and common objects.

II. Charcoal, colored crayon—Still life studies in mass; no outline. Outdoor sketching. Literature illustrations.

III. Water color—Flowers and still life studies and flat tones.

### **Second Semester.**

I. Water color—Winter landscapes in black and white—flat tones. Figure posing, use of flat tones. The application of flowers in unconventional form for decoration of school papers, book covers, picture frames, etc.

II. Colored chalk—Use of flowers in the designing of borders, panels, etc. Sketching from nature.

### **Third Year—First Semester.**

Technical aim of—To develop appreciation of line, light, shade and texture by means of—

I. A more advanced interpretation of work of first year

II. Perspective—Application of the common rules of the same.

III. Free-hand cutting and tearing by means of various uses and combinations of colored papers.

### **Second Semester.**

d. Design work. Conventionalization of natural forms for ornamental purposes. Designing of book covers, title pages, etc.

e. History of art. Sculpture, painting.

After the consideration of each phase above mentioned, attention is given to method of teaching in the elementary schools.

## **ADVANCED COURSE.**

### **Junior Year—Forty Weeks.**

The work in the Junior year will cover that outlined for the first and third years of the Elementary course.

**Senior Year—Ten Weeks.**

Method.

I. Place of Art in the school curriculum.

Function of—Relation to other subjects. Means of expression. Means of developing the esthetic nature.

Arrangement of course of study for the grades. How to plan a child's so that it will of necessity fulfill a definite purpose; how much shall be practically applied; how art may become a necessary part of the daily life.

**MUSIC.**

The aim of this department is to lay a foundation for a musical education and to prepare the student to teach singing effectively in the elementary schools.

The ability to appreciate and enjoy music is an important element in the fully qualified teacher. Musical talent is not requisite for teaching, though a rich inheritance for those who possess it, but common ability to sing and appreciate music in a fair degree is a reasonable requirement of those who are to be entrusted with the education of the children of the republic.

Those whose early musical education has been wholly neglected until they come to special preparation for teaching are unfortunate, but provision is made for even primary instruction in this department, so that the earnest and energetic student may, in a reasonably short time, acquire such knowledge and such discriminating power and such control of voice as may enable him to meet reasonable demands.

The instruction provided includes—first, general class work in singing, and study of musical notation, which is a regular part of all courses; and second, special instruction in music on the piano and with the voice.

**CLASS INSTRUCTION.**

The class work consists of such training in the rudiments and sight reading as will enable the student at the end of the course to sing at sight any composition of ordinary difficulty.

By means of illustrated lectures on musical form, interpretation, theory and history of music, the student learns to understand and appreciate the highest class of musical literature.

Frequent recitals will be given by the students in the private classes, in order to accustom them to appear before an audience, and to give all students the opportunity to hear good music and to increase their knowledge of classical as well as modern compositions.

Ensemble playing, chorus and quartet work will form important features.

## PIANO.

The following is an outline for four years' work, though the time of completion depends upon the student's ability and time devoted to daily practice.

Grade I. Rudiments of music; Principles of touch; Etudes for developing rhythm; Mason's technic; Scales begun; Burlitt op. 101.

Grade II. Touch and technic continued; Czerny-Germer Vol. I; Phrasing etudes; Heller op. 46 and 45; Sonatinas, rondos, and easy selections from Clementi, Krause, Spindler, Reinecke.

Grade III. Touch and technic continued; Czerny-Germer Vol. II; Heller op. 45 and 47; Bach's Little Preludes and Fugues; Selections from Mendelssohn, Schubert and modern composers.

Grade V. Touch and technic continued; Cramer-Bulow etudes; Bach's French suites; Easier sonatas of Beethoven; Selections from Chopin, Liszt, Moszkowski, Scharwenki and other modern composers.

## VOICE.

Grade I. Formation of tones; Note reading; Exercises in legato; scales, arpeggios; Easy songs.

Grade II. Exercises in the flexibility of the voice; Study of phrasing; Concone; Easier songs of Schubert, Schumann and other composers.

Grade III. Exercise in expression, Songs of Lassen, Grieg, with the easier arias from the operas, oratorios, etc.

The charge for private lessons, either piano or voice, is seventy-five cents per half hour. No deduction will be made for absence from lessons except in case of prolonged illness.

**MATHEMATICAL DEPARTMENT.**

The course in mathematics comprises arithmetic, elementary and advanced algebra, plane and solid geometry, trigonometry, and methods of teaching these subjects.

**Review Arithmetic**—The extent of the work in arithmetic varies with the needs of the students. Some attention is given incidentally to the method. Special attention is given to basic principles throughout. The object is a good working knowledge of arithmetic and an understanding of the principles involved.

**Arithmetic and Methods**—Having a working knowledge of arithmetic, and a knowledge of elementary algebra and plane geometry, the students are now in a position to appreciate a more comprehensive view of arithmetic, to appreciate to some extent the study of the underlying principles in connection

with all processes, to see the relation of each new process to those already studied, to clearly distinguish between arithmetic as a science and arithmetic as an art, to discern that the applied science always deals with the concrete, and to recognize the importance of clearly distinguishing between the concrete unit and the number, to recognize and group the analytic and the synthetic processes, and to see and appreciate to some extent the unity of the subject. While the practical side of arithmetic, which arises in connection with commercial life or in the laboratory, is kept in view, a greater stress is thrown upon the scientific side of the subject with a view to training in mathematical analysis.

In the method work the origin of numbers is discussed with the view of determining the correct method of procedure. The Abstract, the Grube, the Speer, the Spiral and the Rational (Dewey) methods are each considered, incidentally, and the students are so guided by question, suggestion and observation as to cause them to reach conclusions for themselves. The aim is that they shall grasp the principles and work out, as much as possible, their own devices. The order of presentation of subjects is discussed; whether the first step should be analytic or synthetic; the use and extent of objective work; the unit in its variations, discovering the importance of a clear conception of it at the beginning of every kind of measurement; methods of representing numbers; explanations of the fundamentals, their relations, contractions and proofs; development work in compound denominate numbers; the underlying principles in divisors and multiples and the method of presenting them; the objective representations of fractions, their relations to integers, and the reason for the rules in their treatment; percentage, its relation to common and decimal fractions, nothing new—only a different unit of reference; evolution from the algebraic standpoint, the method of evolving being discovered from that of involving.

**Elementary Algebra**—The chief aim in the study of algebra is the development of the equation, and the learning to use it as an instrument of mathematical investigation. This being true, special attention is given to the logical development of the equation in connection with specific and general problems presented for consideration. The fundamentals, factoring, and reduction of fractions, are treated as necessary aids or tools for the solution of the equation. The aim is to make pupils proficient in the use of these tools, however, and hence considerable drill work is done, and special attention given to the mode of discovering factors. The G. C. D., L. C. M., integral

and fractional simultaneous equations of the first degree, the different methods of eliminating, involution, evolution, the quadratic equation, the different methods of solution, and factoring, as related to the quadratic equations are studied. Special attention is given to the theory of exponents, arithmetical and geometrical progression, and ratio and proportion are given some consideration, and a proficiency in the practical use of the binomial theorem in the expansion of binomials with positive integral exponents, is aimed at.

**Advanced Algebra**—During the third year higher algebra is studied for one semester, during which time a more comprehensive study of the quadratic equation is required, also of progressions and proportion and the use of proportion in the solution of quadratics. In addition, the following subjects are discussed and studied: Inequalities, imaginary quantities, indeterminate equations, zero and infinity, interpretation of negative results, logarithms, permutations and combinations, undetermined coefficients, reversion of series, recurring series, theory and transformation of equations, binomial theorem, and graphic algebra.

**Geometry**—The work in geometry is intended to develop the ability to reason correctly and logically, hence stress is placed upon concise, comprehensive and accurate definitions, and concise statement of axioms, upon which so much depends in the early demonstrations. The aim is to omit no essentials, but all non-essentials. Where previous proof is involved, the student is required to state the principle upon which his proof depends instead of the conventional "by previous proposition." The work is so directed as to prevent the relying upon memory where theorems demonstrated by an author are under consideration. Much of the work consists of independent exercises, theorems, constructions and consideration of loci. The method of attack is not overlooked in connection with construction and original demonstrations. The practical side of geometry is ever kept in view.

Thirty weeks during first year are given to the plane geometry and twenty weeks during the fourth year to solid geometry. Trigonometry is studied three periods per week for twenty weeks during the fourth year.

**Mathematics. Senior Year**—The work in mathematics during this year consists of the consideration of a course of study in mathematics for the primary and grammar schools. This involves the determining whether bookkeeping shall constitute a part of the course, if so, how much, how presented, and when; the topics to be taught in arithmetic, why, the order

and method of presentation; whether algebra shall be taught, how much, how introduced, how taught, how related to arithmetic; geometry in the grammar schools inductively or deductively taught, when, why, relation to arithmetic and practical application.

## PHYSICS AND CHEMISTRY.

### ELEMENTARY COURSE.

**Physics**—This course, given in the first year, includes a study of matter, its properties and conditions; the dynamics of fluids, or effect of gravitation on liquids and gases; heat, its effect upon the state and properties of matter, and introductory work on magnetism and electricity.

**Chemistry**—Supplementing the work on heat, a brief course in the first year deals with chemical action in combustion, plant and animal life, and decay. Special attention is given to arrangement of apparatus to illustrate lessons on air, water and heat.

### ADVANCED COURSE.

**Physics**—The course in physics given in the fourth year is a more intensive study of certain topics, especially under general dynamics, electricity and magnetism, light and sound. In this course, the theories and principles explaining the phenomena are more fully dealt with. Illustrations and proof of the different laws are everywhere sought for. Special attention is given to the application of physical principles in the explanation of common inventions, mechanical devices and every-day phenomena.

**Chemistry**—A course of twenty weeks in chemistry, given the first half of the fourth year, consists of a systematic study of the common elements and compounds, and the development of the laws of chemical action, the principles of chemical nomenclature and classification, and the explanation of the atomic theory.

The common acids, bases, and salts are made and tested. As soon as students have acquired some skill in manipulation, and some knowledge of chemical action, the study of characteristic tests and reactions, with the analysis of simple salts and solutions, is begun, as a basis for qualitative analysis.

Particular attention is given to the chemistry of animal and vegetable life, combustion, decay, respiration, bleaching, dyeing, and reduction of ores.

**Method**—The work in physics and chemistry consists of individual laboratory work, supplemented by lectures and class discussions on the principles, laws and theories, illustrated by and explaining the experiments, and also a study of the text-



book and reference books. Articles from scientific journals, bearing on the work, are considered. The students are taught to observe carefully, to record experiments and results neatly, and from the results of their observations to draw logical conclusions.

To cultivate observation of phenomena, independence of thought, and a spirit of inquiry are the aims of the work, and not the memorization of the text-book.

The manipulation and construction of apparatus are requirements in all laboratory work. The school is provided with valuable apparatus, which is in constant use, but the students are also taught to improvise, from such materials as may be readily obtained, apparatus that may be used in giving elementary instruction in physics, chemistry, and physical geography.

### **GEOGRAPHY, GEOLOGY AND ASTRONOMY.**

**Physical Geography**—The work in this subject coming the last semester of the second year includes not only the study of the earth as it appears today, but also the study of those agencies which have shaped, and are now shaping its surface. The great importance of structure, soil and climate, in determining the political, commercial, and historical prominence of the country is emphasized.

Land sculpture, or the work of erosion by atmospheric, aqueous, organic or igneous agencies, is studied with reference to its past and present action in modifying the structure of the surface. The common rock-making minerals are noticed.

The bases for the study is actual observation, supplemented by text-book and class-room instruction.

For the study of these subjects the school is provided with globes, maps, atlases, molding boards, collections of minerals and rocks, and other apparatus suitable for individual observation and work.

**Geography and Method**—A brief but comprehensive course in general geography based upon previous studies in physics, chemistry, botany, zoology and history.

Specific instruction in methods of teaching is given in this course. The order of the presentation of the subject to children, and the arrangement of the subject matter are worked out in order that the class may learn the best means for sustaining the interest in, and broadening the scope of the subject.

This course is given in the third year and also in the Junior year.

**Geology**—Twenty weeks in Senior year. Geological

agencies now in progress are observed; the forces producing the changes and the laws of their operation are considered; the progress of continental and organic development during geologic time, as shown by the distribution of rocks and fossil remains in the crust, is studied in as much detail as time will permit.

The geological history of the United States and the geological features of Washington are carefully studied.

The common minerals are determined by their physical and chemical properties, special attention being given to those of economic importance.

The rocks are classified according to their origin, position and mineral composition, and the student becomes familiar with the different kinds by handling the specimens and comparing unfamiliar rocks with those of the large collection.

**Astronomy**—In connection with the above course, a brief study of general descriptive astronomy is made. The geography of the heavens, and motions of the heavenly bodies are studied by observation. The theories and laws concerning position and motion of these are then taken in class and facts bearing on the nebular hypothesis are studied and applied in explanation of that theory.

**Methods in Physical Sciences**—A ten weeks' course in the Senior year, in which outlines of work in the different branches are made out and the methods of presentation discussed. Students are required to study various topics and plan lessons on these topics, as they would present them to classes in different grades.

## THE BIOLOGICAL SCIENCES.

This department is of such importance in its relation to education that it deserves ample provision in a normal school. The subjects included here have a prominent place in these courses. A laboratory and a class-room have been furnished and equipped to provide opportunity and means for doing valuable work in this line.

The biological laboratory is on the second floor of the building, is well lighted and cheerful. It is provided with running water and aquaria in which living forms of plants and animals are kept for observation and study. The fauna and flora in the vicinity of Ellensburg are remarkably interesting to those coming from other sections of the country. Ample opportunity is provided for dissection and microscopic work, the laboratory being equipped with good compound microscopes and dissecting microscopes, microtomes, paraffine baths, reagents, stains, microscopic slides, moist chambers, and the

glassware and other appliances usually belonging to such laboratories.

**Course I. Descriptive Botany**—10 weeks, first year, first semester.

Field work, laboratory work, recitations with occasional lectures and demonstrations.

This course is intended as a general introduction to the systematic study of flowering plants. It aims to make the pupil familiar with the language of systematic botany, to develop some skill in manipulation, and systematic habits of observation of specimens illustrating the more important characters on which classification is based.

**Course II. Systematic Botany, Plant Analysis**—10 weeks, first year, second semester.

Field work, laboratory work.

This course is a continuation of Course I. The student is made familiar with the analytical key and with the proper use of a manual and text-book of systematic botany as an aid to independent work in teaching. It is thought that the ability to use properly such a book of reference as Gray's text-book and manual is indispensable to a teacher who must necessarily be able to answer many questions which authorities alone can solve.

A herbarium of twenty-five flowering plants, neatly pressed, mounted and analyzed, is required in this course.

**Course III. Comparative Morphology and Physiology of Animals**—10 weeks, second year, first semester.

Laboratory work, recitations, lectures.

This course is an introduction to the systematic study of animals. It aims to show the morphological and physiological relationships of animal organs and organisms, and to give a general view of the morphological characters underlying systematic zoology.

**Course IV. Systematic Zoology**—10 weeks, second year, first semester.

Laboratory work, lectures, recitations.

In this course the student is made familiar by actual dissection and study of types with all the classes and the principal orders of animals. It is a continuation of Course II, greater stress being laid on classification.

#### ADVANCED COURSES.

**Course V. Cellular Biology**—10 weeks, Junior year, first semester.

Lectures, laboratory work, general reading, and written themes.

The morphology and physiology of the cell is studied with the aid of the compound microscope, both from prepared animal and vegetable tissues, and from living unicellular forms. Some idea of histological, cytological and embryological methods is gained, and a practical study of bacteria is made.

The cell is considered to be the ultimate basis of life, and the various problems of protoplasmic organization and istropism, of heredity, reproduction, environment, and the various important theories existing as to these are discussed. Familiarity with biological literature is sought, and the relation of biological theories, as held by leading biologists, to important questions of education is pointed out.

After unicellular organisms, such as infusoria, and unicellular fungi and algæ, the lower cell aggregates are studied in the order of their complexity. The course is intended to vitalize the whole subject of biological study, and to open the eye and mind of the student to the relationship of the biological sciences, and to the vast domains of knowledge yet unexplored by him.

**Course VI. Comparative Morphology of the Nervous System**—10 weeks, Junior year, first semester.

Laboratory work, written themes.

By dissection of the lower forms of animals, such as the clam, earthworm, crayfish, insect, frog, the development of the nervous system from the hydra to the cat is observed in its increasing complexity and centralization in the head; and this is supplemented by examination of permanent microscopic preparations with which the laboratory is well supplied. By observation of living representative forms, the habits, instincts, and intelligence accompanying these various grades of nervous organization are studied with the view to determining the dependence of the one set of phenomena on the other.

**Course VII. Physiology of the Central Nervous System and Sense Organs**—10 weeks, Junior year, second semester.

Lectures, demonstrations, recitations, written themes.

This course is a continuation of Course VI, and is intended as a preparation for the study of Psychology. Special attention is given to the subject of localization of cerebral functions, and the experiments on which that doctrine is based. The various areas of the brain and spinal cord, so far as these have been determined, are located; paralytic effects of lesion, drugs, etc., are studied; reflex action and the physiological basis of habit are considered; and various experiments to test the functions and relative acuteness of the various sense organs are made, together with a histological study of the structure

and development of the central nervous system, peripheral nervous system and sense organs.

**Course VIII. Nature Study (Plants and Animals)**—10 weeks, Junior year, second semester.

Field work, laboratory, original observations with written reports at the end of each week.

The course is intended to make the student familiar with the method and the matter suited for nature work in the elementary schools. The student is expected to do the work as he should require his own pupils to do it when he undertakes to teach the subject, more now being demanded of him by way of independent laboratory work and familiarity with library sources of information and general literature properly introduced in connection with nature study.

**Course IX. School Sanitation and Hygiene**—10 weeks, Senior year, second semester.

Lectures, recitations, written themes.

The subject of personal and school sanitation is based on general physiology. In connection with the structure and function of the various organs of the body, pathological and abnormal conditions are considered in connection with the usual causes of disorder. The germ theory of disease is discussed in connection with the study of bacteria, fermentation, and putrefaction. Poisons, antidotes, disinfectants, transmission of contagious diseases, lighting, ventilation and general school house construction, etc., are topics assigned for library research, and are discussed when reported.

**Course X. Science Methods**—10 weeks, Senior year, second semester.

Laboratory work, lectures, written reports.

This course is supplementary to the previous courses, and serves as a general summary. Two days of the week are devoted to laboratory work, one to lectures and general discussions on the seminary plan, and one or two days to discussion of written reports, the result of the students' observation and library research.

The lectures deal with the educational value of nature study and general science training, the rational inductive method of teaching science, based on psychology, and the growth in education of the scientific spirit, as seen in the modern school, and in the writings of educational reformers.

The subjects studied are: Comparative studies of the morphology, physiology, and mode of reproduction of fungi, algi, liverworts, mosses, ferns, flowering plants. On the zoological side, a comparative study of the morphology, physi-

ology, habits, instincts, intelligence and general ecology of crustacea, insects, fishes, reptiles, birds and mammals.

More advanced courses in the various departments of biological science may be offered if time permits.

## PSYCHOLOGY AND PEDAGOGY.

**I. Elementary Pedagogy**—In the second year, second semester, an introductory course in pedagogy is given. It is based upon observation of children and of schools and includes systematic visitation of the school of observation. Oral and written reports of these visits are presented by the student and topics suggested by them are discussed and investigated.

The course embraces an introduction to the study of children, principles of instruction derived from a study of schools and theory of school management.

**II. Elementary Psychology**—In the third year a course in psychology extends through the first semester. The first part of the course is introspective psychology, a study of self-activity; the second part is a study of the nature and development of children. The class work consists of lectures, discussions and reports. A text-book is read and discussed and large use is made of the literature of the subject with which the school is well supplied.

Throughout this semester the members of the elementary class teach an hour each day in the several grades of the training school.

**III. Practical Pedagogy**—In the second semester of the third year a course is pursued in the art of school teaching, embracing administration and general method of instruction.

**IV. Pedagogy and Psychology**—Introductory course.

In the first semester of the year the Junior class, which is composed of graduates of high schools, those who have completed Course I, and those having equivalent preparation, pursues an inductive course in pedagogy based upon systematic study of the school of observation and of children.

**V. Psychology**—In the second semester of the Junior year a course in psychology from the physiological standpoint is attempted, preparation for which has been made by the study of biology during the first semester.

During this semester the members of the Junior class study and practice teaching in the several grades of the training school one hour each day.

**VI. The Philosophy and the History of Education**—In the Senior year the attempt is made to found a sound theory of teaching upon views derived from previous studies in biology, psychology, sociology and history. Studies of educa-

tional history and biography and of educational systems and institutions are carried on simultaneously.

**VII. Logic, Ethics and General Method**—Formal logic and abstract ethics are not included in this course, but ten weeks of the Senior year are occupied with the study of the processes of thinking and the principles of conduct, and ten weeks with the study of method in general, embracing instruction, management and government.

**Practice Teaching**—Each member of the Senior class has charge of a room in the training department for half the day during one semester.

### SOCIAL SCIENCES.

A brief course in sociology, embracing the study of some salient topics of economics, occupies the first semester of the Senior year.

### EXPRESSION AND PHYSICAL CULTURE.

**Reading and Expression**—The method of teaching reading and expression is based upon psychological principles. The student is led along the lines of development in art and nature through progressive steps. He learns to think and feel while before an audience, and to express these thoughts and emotions through his own individuality. This results in a natural style, cultivates and refines the literary taste, strengthens the imagination, develops concentration, continuity of thought, and personal power.

Not only must the teacher be a good reader, but she should have a musical voice and a cultivated manner, for children are great imitators. It is the aim to bring out the latent strength and beauty in the voice and to preserve its individuality.

**Course I. Sight Reading**—First semester, first year—How to read: thought, literary analysis, enunciation, inflection, feeling, atmosphere, tone color, rhythm, directness, sympathy, vigor.

The voice is correctly placed and the student is taught to think the author's thoughts while on the floor, and to enter into the spirit of the thought. Such selections from standard authors are read as will best assist in this development.

**Course II**—Second semester, third year.

(a) Voice work continued, formation, flexibility, power, etc.

(b) A study of the principles underlying reading. Application of foregoing principles to study and reading of standard selections.

(c) Methods of teaching reading in primary and grammar grades.

**Course III. Expression and Literary Interpretation—**First semester, Junior year; second semester, Senior year.

Particular stress is laid upon the relation of literary interpretation to platform rendering. It is the aim of this course to develop speakers, whose style shall be simple, natural and forceful; to develop the individuality; to make each pupil responsive in mind and body, and to give each command of all his powers before an audience.

**Physical Culture—**Health with physical vigor is the essential basis of a thoroughly competent teacher. The general objects of this work are health, self-control, muscular co-ordination and mental poise. It is our first aim in this department to lead each pupil to form such habits of regimen as will give the best physical foundation for intellectual development, and to enable the student to assist his own pupils in physical as well as mental development.

Students take work in the gymnasium twice a week throughout the course. Upon entering the school, each student is given a physical examination. The work is done in classes, but adapted to individual needs. Instruction in hygiene is provided for, and the physiological habits of students have personal attention. It is expected that young ladies will provide themselves with gymnasium suits, consisting of bloomers and sailor waists of dark blue flannel.

**Course I—**First and Second years—Military drills and fancy marches, wands, bells, free gymnastics, games.

In this course correct sitting and standing positions, together with grace and ease in carriage, are taught. An attempt is made to correct unequal development, place the vital organs, develop lung capacity, and induce correct breathing. Instruction in dress, diet, rest, bathing, etc., is also given.

**Course II—**Third year, Junior year and Senior year—Free gymnastics, psycho-physical exercises, rhythm, harmony, military drills, bells, clubs, apparatus work, games.

In this course, the work done in the elementary course is reviewed, perfected and enlarged upon, with special reference to bearing, power in repose, and the perfecting and refining of the whole physical being. A study is made of the principles underlying physical training; of the value of different exercises, and their adaptation to various grades and conditions; and of the methods of presentation.

### THE TRAINING DEPARTMENT.

For the purpose of observation and practice, an elementary



school of nine grades is conducted in the normal school building.

No tuition is charged for the children who attend, but a fee of one dollar for each pupil is payable at the beginning of each year to cover the cost of writing, drawing, and other material used by the pupil.

Aside from this, all books and supplies are furnished by the school; and the library, gymnasium, apparatus and collections of the normal school are used in the instruction of the children.

The training department is used for two main purposes: first, for observation and study, and second, for practice in teaching. During certain periods each of the grades is taught by the regular teachers. At these times students of the Junior class and the elementary class visit, to study the school and to observe the teaching and the work of the pupils. Reports of these visits are made the basis of discussion in the class in pedagogy. This concrete study of schools, children and teaching is the first step in study of the art of teaching.

Later, each student takes charge of a school or class for a like period each day through a quarter or longer. All students are required to teach at least twenty weeks in the elementary course, and a like period in the advanced course.

The work of the various classes is broadly outlined by the department teachers. Lesson plans showing matter and method of instruction are prepared by the student teachers and criticised by the supervisors. Meetings for discussion of work done are held by the department teachers. The teachers of the training department meet the student teachers for discussion of general management of a school, child study and various topics relating to the successful carrying on of school work.

### PRIMARY DEPARTMENT.

Writing, spelling and language are taught in connection with the work in all subjects in the primary grades.

**Physical Training**—The physical condition of the children receives careful attention. Provision is made for daily instruction under the supervision of the physical director. The work in the primary grades consists of games, pantomimic accompaniment to Mother Goose rhymes, motion songs, games with songs, marching with songs, rest exercises, teaching of correct position and correct breathing, simple extremity exercises, etc.

**Music**—Simple songs learned by note; the children learn to read by letter or syllable songs and exercises in the key of C.

*First Grade.*

**Nature Study**—Plant and animal study (fall and spring). Water and its forms (winter months).

**Story**—Folk-lore and fairy-tales, memorizing of choice literature related to above, and adapted to grade.

**Reading**—Relating to story and nature study. Stepping Stones to Literature. Book I.

**Drawing**—Representation of subjects in nature study and story in clay, paper cutting and tearing, water color, charcoal, colored crayon and on blackboard work done in mass and not in outline.

*Second Grade.*

**Nature Study**—Plants and animals (fall and spring). Soil and minerals (late fall, winter, and early spring). Water and water forms (simple experiments in winter).

**Story**—Folk-lore and fairy-tales, Indian myths, animal stories. Memorizing of choice literature.

**Reading**—Relating to story and nature. Other reading matter adapted to grade.

**Drawing**—Simple still life studies in flat tones; figure posing.

**Number**—Numbers one to one thousand; the forty-five combinations; comparisons between one-fifth and five times; factoring to twenty; multiplication and division tables through the fives; measurements extending and including perimeter of polygon and comparison of lines and surfaces.

*Third Grade.*

**Nature Study**—Plant and animal study as in preceding years, more advanced work (fall and spring). Soil and minerals (late fall and early spring). Heat, sources and effects (winter).

**Story**—Bible stories and myths.

**Reading**—Whole classics and selections from many readers, also work relating to story and nature study. Stepping Stones to Literature, Book III.

**Drawing**—Designing of decorative school programs. Appreciation of shadow in still life studies; simple landscapes.

**Number**—Numbers to ten thousand; addition and subtraction; multiplication and division tables through the twelves; short division; two-figure multipliers; direct and indirect comparisons of numbers, lines and surfaces; measurements continued and applied to fencing; fractions to one-twelfth.

*Fourth Grade.*

**Nature Study**—Plants and animals, with some classifica-

tion (fall and spring). Soil, minerals and rocks. Heat, review effects; applications (winter).

**Geography**—A study of home geography; State and Pacific Coast; United States through productions and occupations.

**Story**—Heroic stories, as stories from the Iliad and Odyssey; stories from Norse mythology, and pioneer history stories.

**Reading**—Whole classics; selections from many readers; also selections relating to story and nature. Cyr Reader, Book IV.

**Drawing**—Study of light dark shadows in still life studies; outdoor charcoal sketching to be repeated in water color and ink.

### *Fifth Grade.*

**Nature Study**—Plant study—parts of plants, roots, stems, and leaves; ferns (fall and spring). Animal study, articulates (fall and spring). Mineral study, common and useful minerals (late fall). Simple mechanics (winter).

**Geography**—The earth in its relation to sun and planets; the earth as the home of man (one-half year). North America and Europe as type continents (one-half year).

**English—Story**—Historical stories from early Greek, Roman, French, English and American history; stories of industry; original stories written by children.

**Formal Language Work**—As need for it arises in oral and written work; simple rules of punctuation; letter-writing, friendship letter; parts of speech, noun, pronoun and verb; parts of sentence, subject and predicate; agreement of subject and predicate; kinds of sentence as to use. Book I of Mother Tongue in hands of teacher.

**Reading**—Whole classics adapted to grade. Cyr Reader, Book V.

**Drawing**—Designing of covers for nature papers. Designing of suitable borders to be used for decoration of the school room.

**Arithmetic**—The fundamentals in a more extended way; factoring with reference to 2, 3, 5, 7, 11, 13; G. C. D. by factoring; L. C. M. learned and applied in the addition and subtraction of fractions; comparisons continued, measurements, including wood and lumber; evolution of perfect squares; fractions completed.

### GRAMMAR DEPARTMENT.

**Physical Training**—Instruction given at stated periods. The work in the grammar grades, consisting of games, marches, drills, use of bells, rings and wands; free gymnastics,

poising, stretching, harmony relaxation; psycho-physical exercises.

**Vocal Music**—The children learn to read by letter and syllable in eight major keys. Many songs learned by note.

*Sixth Grade.*

**Nature Study**—Plant study, fertilization; dissemination of seeds; family characteristics and classification; flowerless plants. Animal study, mollusks and birds (fall and spring). Mineral study. The work of water, air and ice in sculpturing the earth's surface. Intensive study of coal. Mechanics; simple experiments in magnetism and electricity.

**Geography**—Study of the continents. Asia, Africa and South America. Review of astronomical geography—latitude, longitude, winds of world, ocean currents, etc.

**English—Story**—Historical Stories from mediaeval and modern history, and early history of United States; stories of great artists; stories of industry; original stories by children.

**Composition and Grammar**—Formal work as need for it arises in oral and written work. Book I of Mother Tongue placed in hands of children and completed.

**Reading**—Whole classics adapted to grade. Cyr Reader, Book VI.

**Drawing**—Illustration of literature and history papers. Designing of panels in color to be used in decoration of vacant spaces in sixth grade room.

**Arithmetic**—Fundamentals in decimal fractions; compound numbers, including the metric system; United States money, applications and bill-making; land measurements, shingling and carpentering; percentage begun.

*Seventh Grade.*

**Nature Study**—Plant study, parts of plants, family characteristics and classification (fall and spring). Mineral study, intensive study of iron. Physics, sound and light; gravitation and applications.

**Geography**—Intensive study of the geography of the United States (one-half year).

**History**—History of the United States (one-half year).

**English**—Literature, study of masterpieces adapted to grade. Stories from French and English history. Composition, written work based upon above; original stories; letter-writing, business forms; paragraphing, punctuation, etc.; original stories. Mother Tongue, Book II, Part I.

**Latin or German**—Taught conversationally (one-half year).

**Drawing**—Use of two figures in posing to be studied in outline. Designing of appropriate program to be used at entertainments given by school. Simple application of the rules of perspective.

**Mathematics**—Arithmetic, application of denominate numbers. Mensuration. Applications of percentage (one-half year). Algebra, introduced through the equation in such a way as to lead to and involve the fundamental operations. Geometry, inductive work, ultimately leading to demonstrative work, is done. The pupils experiment with lines, angles, triangles, quadrilaterals, etc., discovering relations, and applying the same in measuring heights and other inaccessible lines, squaring corners, etc.

#### *Eighth Grade.*

**Nature Study**—Physiography (first half year). Study of vertebrates; physiology based on above (last half year).

**History**—United States history and civics completed (first half year).

**Geography**—Political geography, review (last half year).

**English**—Study of masterpieces adapted to grade. The selections are largely made from American authors, as Longfellow, Holmes, Whittier, Irving, Burroughs, Warner, etc.

**Grammar**—Mother Tongue, Book II completed (first half year). Analysis through study of selections from literature (second half year).

**Latin**—Collar and Daniel's "First Latin Book," used and completed.

**Drawing**—A course in decorative designing; application of conventional design to be used as book covers, borders, etc. Study of animal life. A more scientific study of perspective.

**Mathematics**—Arithmetic, needful review of all processes learned, and more extended application of the same (last half year). Algebra, factoring, G. C. D., and L. C. M., in an elementary way, fundamental operations applied to fractions; solution of simple equations and problems involving the same.

#### *Ninth Grade.*

**Nature Study**—Botany (ten weeks), physics (ten weeks), chemistry (ten weeks).

**History**—Brief survey of English history (first half year). A review of American history (last half year).

**English**—Study of some English masterpieces, as Scott's *Lady of the Lake* (first half year). American masterpieces (last half year). Composition, rhetoric and grammar based upon the above.

**Latin**—Reading and translating of fables and history stories.

**Art**—Manual training (first half year). Drawing (last half year). Same work as outlined for eighth grade.

**Mathematics**—Arithmetic (first half year). A more advanced study of the applications of percentage, as stocks and bonds; discount, bank and commercial; partial payments, etc.; keeping of accounts and making of bills. More extended application of mensuration; square and cube root. Algebra (last half year). Further study of simple equations; square and cube root; quadratics.

### THE KINDERGARTEN.

The Kindergarten was established as a department of the Training School last year. It occupies a pleasant room in the basement, which is well lighted and ventilated, and it is suitably furnished. It accommodates forty children, and the average attendance for the year has been thirty-eight. Fifty-four have been enrolled.

All students in the Normal School make use of the Kindergarten. During the period given to the special study of schools and of teaching by observation, the Kindergarten is visited and studied by all students just as are the several primary and grammar grades.

Those who desire to supplement their preparation as primary teachers by a brief course as assistants in the Kindergarten may have that privilege either in the Junior or the Senior year. Several have done this during the past year.

Any regularly admitted student who desires to give attention mainly or exclusively to the Kindergarten may become a regular student in a Kindergarten course and have all the advantages of actual experience and practice in connection with a course in theory under the Kindergarten director.

Our Kindergarten is a social community where the children grow unto the consciousness of how to live with their neighbors by all working together with a common interest.

The newer German Kindergarten is based upon an actual home as a part of the school. Here the children find themselves a real necessity to the family through their daily service. This more improved type of Kindergarten is being demonstrated by the wonderfully well equipped Pestalozzi Froebel House at Berlin.

We do not possess a Kindergarten home in this sense, and yet we feel that we have quite vitally made our school one with the home. We have come into such close touch with the families of the neighborhood that we have actually

gone out by little groups into the homes of the children and the parents have furnished us with the opportunity of our most valuable occupation. This plant has seemed to develop so harmoniously that we already feel the influence of this social contact in the community, not only in its effect of one child upon another, but also that of one family upon another.

### SOCIAL LIFE OF THE SCHOOL.

The friendships formed, the impulses imparted and the sentiments developed are among the important results of school life. A wholesome social atmosphere is of the highest value in a normal school, and its preservation is a matter of constant solicitude.

### MORAL AND RELIGIOUS CULTURE.

Abundant occasions arise in the progress of school life for the testing of moral character, and the exercise of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. Inter-course among students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is assumed that the best type of moral character is essential in the true teacher.

The religious convictions of students are sacredly respected, and nothing of a sectarian nature finds any place in the school. The churches of Ellensburg welcome the students to their services, and to participation in religious work with them. Many of our students find pleasant temporary church homes, and render acceptable service in Sunday schools, young peoples' societies and in the general services of the churches. All students are earnestly advised to find in some church a regular place of worship, and to nourish their own religious life by co-operating with those of similar faith in religious work.

The Y. W. C. A. of the school holds weekly meetings, which are open to all. The influence of this organization in the school is invaluable, and some of the best students consider membership in it a privilege.

There are churches in Ellensburg of the following denominations: Baptist, Christian, Episcopalian, Methodist, Presbyterian, and Roman Catholic.

### THE REGULATION OF CONDUCT.

In a school for the education of teachers, composed



wholly of those who are seeking soon to be entrusted with the government and training of children, the regulation of conduct must be a matter of self-control. In such a school it is imperative that a high standard of morals, and of propriety, too, be maintained.

Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. The exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will, or of ability to comply with the dictates of duty and propriety, is considered plain evidence of unfitness for the vocation of teaching.

The exercise of authority by the faculty will occur only when necessary, and then it will be directed toward the protection of the school and the teaching profession from unworthy members, rather than toward prohibiting bad behavior.

Any student who fails to exercise guardianship over his own conduct, and who, from lack of discretion or self-control endangers the good order and the good name of the school may expect to be advised to withdraw, and seek less responsible employment than that of teaching.

Such faults as habitual tardiness and failure to keep appointments, carelessness about restoring borrowed property, indifference to the convenience and interest of others, disregard of proprieties of public places, etc., betray weakness in character and damage the reputation of a normal student.

#### LITERARY SOCIETIES.

The Crescent and Eclectic literary societies afford opportunities for literary work and for social culture. Membership in one or the other is recommended to all students who have attained sufficient ability in literary work and sufficient appreciation of the privileges of such membership.

A suitable hall is furnished for the exclusive use of the societies.

#### THE NORMAL OUTLOOK.

Through the past five years the students have conducted a school paper. This journal furnishes an incentive for literary work and strengthens the bond of fellowship between the students and the alumni.

#### ESPRIT DE CORPS.

The spirit of a school is a real, not an imagined thing, and it determines largely the effect of what is done in and by the school. A good spirit animating a school, every effort for the general welfare seems to succeed; a perverse spirit



present, the best efforts seem to be futile. We attribute much of what is accomplished in this school to the earnest sympathy and co-operation of the student body.

### **LOCATION, EQUIPMENT, EXPENSES, GRADUATION.**

Ellensburg is on the Northern Pacific railroad, just east of the Cascade mountains, and there is now excellent train service over the line, three daily passenger trains passing each way at convenient hours.

The city is located in Kittitas valley, a fine basin embraced by foothills of the Cascades. The site of the Normal School is 1570 feet above mean tide, and the dry, bracing atmosphere, the noble scenery around, and the bright skies overhead, make the location attractive and inspiring.

#### **Building and Equipment.**

The building is substantial and commodious. Improvements have been made from time to time until now every part of it is furnished and in use. The assembly hall is attractive, easy of access and has excellent acoustics; the class rooms are convenient and of ample size; the library occupies two rooms which are connected and arranged suitably for study as well as for the consultation of books and periodicals; there are physical, chemical, biological and manual training laboratories, a large art room suitably equipped and lighted by skylight.

A separate building is very much needed for the training department which at present is accommodated in six rooms spared for the purpose until a new training school can be erected.

#### **Expenses.**

Tuition is free to residents of Washington. For conditions of admission see page 26.

Text books are provided in part and no rental is charged for careful use. Certain text books ought to be the property of the student and ought to be preserved for future reference. These with note books and other materials requisite for research and written work may cost from \$2 to \$5 during a year.

A library fee of \$6 is due upon registration. One-half of this, less charges for loss or damage to books, is returned upon the withdrawal of the student or at the end of the year.

An incidental fee of \$4 is paid into a fund which at the end of the year is distributed pro rata to those students who have accomplished satisfactorily not less than half a year's work.

### **Boarding.**

The cost of board in private families varies from \$3.00 to \$4.50 per week.

Rooms can be rented for housekeeping at moderate cost. Lists of approved boarding places are kept at the principal's office. Students should consult the principal before engaging board or room. Only students of the same sex, unless brothers and sisters, may ordinarily room in the same house.

A limited number of students can secure board in good families for service. Assistance in finding a suitable home will be given gladly to those who apply.

Residents of Ellensburg desiring student boarders or to let rooms for housekeeping, should send to the principal the information that will enable him to direct students to them.

### **The Normal Dormitory.**

The dormitory of the normal school accommodates about forty ladies. It is located on the corner of Fifth and Main streets and occupies two stories of a large brick building. It is carried on by the Board of Trustees for the purpose of providing good board and a pleasant, healthful home for lady students at minimum cost. Young men students rooming elsewhere may take meals here. The dormitory under the charge of a matron and the oversight of a member of the faculty afford opportunity and privileges especially advantageous to student life.

The rates charged for rooms and board at the dormitory are as follows:

For furnished room with fuel and electric light (one 16 c. p. lamp), occupied by two students, 75 cents each per week. When occupied by one alone, \$1.00 per week. For table board, \$3.00 per week.

Board and room bills are payable in advance every four weeks. This is requisite in order that purchases may be made upon a cash basis. Fifteen dollars covers the cost of room and board for four weeks, when two occupy a room. No deductions are made for absence for less time than one week, nor for withdrawal within a week from the end of the term.

Those who room in the dormitory furnish their own linen, towels, napkins and curtains. Rooms should be engaged as early as practicable. A number are already engaged for next year. All are likely to be occupied.

### **Graduation.**

The State Normal Schools are authorized by law to award certificates and diplomas as follows:

"A student who completes the elementary course shall receive a certificate which shall entitle him to teach in the common schools of the state for a period of five years. A student who completes any advanced course shall receive a diploma which shall entitle him to teach in the common schools of the state for a period of five years and upon satisfactory evidence of having taught successfully for two years during the time for which the diploma was issued, shall receive a life diploma issued by the State Board of Education. Graduates from accredited high schools shall receive an elementary certificate after completing one year's work of the advanced course: Provided, That no one shall receive a diploma or certificate who has not been in attendance one school year of forty weeks, and who has not given evidence of ability to teach and govern a school by not less than twenty weeks' practice teaching in the training school: Provided further, That any of the foregoing certificates or diplomas may be revoked by the State Board of Education for incompetency, immorality, or unprofessional conduct." [Chap. CXLII, Sec. 26, Session Laws of 1899.]

It is further provided in this section:

"That a student shall pass the examination required for a third grade teacher's certificate before entering the second year of the elementary course, and shall pass the examination required for a second grade teacher's certificate before entering the third year of the elementary course."

#### **Employment.**

Graduates of the school are rarely unemployed.

School officers frequently apply to the school for teachers.

Assistance in securing desirable positions will be gladly given to graduates and other students who have attained sufficient preparation to warrant their recommendation.

#### **To School Officers.**

School officers and other citizens are invited to visit the school, and to correspond with the principal with reference to teachers for vacancies. They are also invited to suggest the advantages of this school to those who are contemplating becoming teachers.

#### **Announcement.**

The next school year will open September 9, 1903, at 10 A. M. All who purpose to accomplish a full term's work in the school should register on Tuesday, September 8, and be present on the opening day. Absence the first days or weeks is seriously detrimental to scholarship and to the progress of the classes. No part of a course is quite so im-

portant as the first lessons.

Students are admitted at any time, but can be assigned to classes to begin regular work only on Mondays if not present at the opening of the school year.

For further information, address

W. E. WILSON, Principal.